



STATE OF WASHINGTON
HIGHER EDUCATION COORDINATING BOARD

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DRAFT PRELIMINARY BOARD MEETING AGENDA

Cavanaughs at Capitol Lake, Pine Room
2300 Evergreen Park Drive SW, Olympia
September 15, 1999

Approximate Times		Tab
8:00 a.m.	Board Breakfast and Meeting Overview <i>(No official Board action will be taken at this time.)</i>	
9:00 a.m.	Welcome and Introductions <ul style="list-style-type: none">• Bob Craves, HECB Chair	
	Adoption of July HECB Meeting Minutes	1
	WORK SESSION: Master Plan 2000 for Higher Education <ul style="list-style-type: none">• Employer focus groups HECB staff briefing• Draft Master Plan Board discussion <i>(Resolution 99-37)</i>• Public comments on draft recommendations	2
12:00	Lunch <i>(no official Board action will be taken at this time.)</i> <ul style="list-style-type: none">• Board Training, Washington State Executive Ethics Rules	
1:00 p.m.	Master Plan 2000/K-12 Links <ul style="list-style-type: none">• Terry Bergeson, SPI	
	Institutional Accountability Plans <ul style="list-style-type: none">• HECB staff briefing	3

- Institutional representatives
(Resolution 99-30)

BREAK

Legislative Higher Education Grants

- HECB staff briefing

Grant Approvals:

- Information Technology **4**
(Resolution 99-31)
- Fund for Innovation **5**
(Resolution 99-32)
- Teacher Training **6**
(Resolution 99-33)

Other Legislative Grant Programs **7**

- Child Care, High-Demand Enrollments, Masters in Teaching

Washington Promise Scholarship Emergency Rules **8**

- HECB staff briefing
(Resolution 99-36)

Higher Education Cost Study **9**

- HECB staff briefing

CONSENT AGENDA

WSU Spokane Management Plan & Mission Statement **10** **Riverpoint Higher Education Park**

- (Resolution 99-34)

Running Start Program Rule Amendment **11**

- (Resolution 99-35)

New Programs for Approval

- BA in Elementary Education/TESL, CWU Wenatchee Center **12**
(Resolution 99-27)
- MS in Physical Education, Health Education, and Leisure Services/Addictionology, CWU Steilacoom Center **13**
(Resolution 99-28)

- BS in Community Health Education/Chemical Dependency, CWU Centers in Yakima, SeaTac, Steilacoom, and Wenatchee (*Resolution 99-29*)

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DIRECTOR'S REPORT

- Update on Guaranteed Education Tuition program
- Promise Scholarship
 - GEAR UP Program

If you are a person with disability and require an accommodation for attendance, or need this agenda in an alternative format, please call the HECB at (360) 753-7800 as soon as possible to allow sufficient time to make arrangements. We also can be reached through our Telecommunication Device for the Deaf at (360) 753-7809.

1999 HECB Meeting Schedule

<i>DAY/DATE</i>	<i>TYPE</i>	<i>TENTATIVE LOCATION</i>
Oct. 27 (Wed.)	Regular meeting	UW, Seattle
November	No meeting	
Dec. 3 (Fri)	Regular meeting	Olympia

The full board packet is now available at www.hecb.wa.gov.

**HIGHER EDUCATION COORDINATING BOARD
MINUTES OF MEETING
July 15, 1999**

HECB Members Present

Mr. Bob Craves, Chair
Dr. Gay Selby
Mr. David Shaw
Mr. Jim Faulstich
Mr. Larry Hanson
Ms. Kristianne Blake
Ms. Ann Ramsay-Jenkins
Dr. Frank Brouillet
Dr. Chang Mook Sohn

HECB Staff

Mr. Marc Gaspard, Executive Director
Ms. Linda Schactler, Deputy Director
Mr. Bruce Botka, Dir. Gov't Relations
Ms. Becki Collins, Dir. Educational Services
Ms. Elaine Jones, Senior Policy Associate
Mr. Dan Keller, Senior Associate Director
Ms. Kathe Taylor, Associate Director
Mr. Jim Reed, Associate Director
Mr. John Fricke, Associate Director

Introductions

Mr. Bob Craves, HECB Chair, welcomed meeting participants and initiated Board introductions. Mr. Marc Gaspard, Executive Director, provided a brief overview of the Master Plan process, timeline, and goals of the work session. Ms. Linda Schactler, Deputy Director, described the Master Plan process, draft recommendations, and future steps.

Minutes of May 26, 1999, Meeting

<p>Mr. Larry Hanson moved for approval of the minutes as recorded. Mr. Jim Faulstich seconded the motion. The minutes were approved.</p>
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Master Plan 2000

Mr. Craves began the work session with a description of the Board's vision of a learner-centered Master Plan. He discussed the work of the subcommittee and facilitated the work session by introducing each board member as they led off the discussion on the main goals of the plan:

Goal 1 - Ms. Ann Ramsay-Jenkins

Goal 2 - Mr. Jim Faulstich

Goal 3 - Dr. Gay Selby

Goal 1: Place the interests of learners at the center of higher education decision-making.

Strategy A: *Award academic credentials based on what people know and are able to do.*

Dr. Selby inquired if there are programs awarded on the basis of performance, or if there are already institutions moving in this direction. Dr. Kathe Taylor, HECB Associate Director, responded that she had no knowledge of degrees awarded on the basis of performance. Dr. Selby sees the need for a gap analysis: where we are right now, and whether there are incentives, pilots, or other approaches to make this happen. She suggested looking into accrediting associations and the role they play, whether they are impediments or proponents of what the Board proposes to accomplish under this strategy.

Strategy B: *Link high school achievement to postsecondary opportunity.*

Mr. Craves believes this is a cornerstone of the Master Plan proposal. He stated that encouraging students to strive to do well in elementary and high school is terribly important. The psychological lift of doing well is even better, he believes, than financial assistance. Mr. Craves talked about means testing to build the enthusiasm to do well in school; and he proposed setting up an education investment fund for each student at birth that would build the desire to save for higher education.

Mr. Larry Hanson agreed, underlining the need for higher education to work hand-in-hand with the K-12 system, to help them accomplish this initiative.

Mr. Faulstich stated that 25 percent of our students don't finish high school, and that encouraging persistence is important. He continued, saying that if an education fund will convince students that they have a future in higher education, then it's a great plan.

Dr. Selby reminded the Board that Washington State is one of the leaders in support for student financial aid. She believes the issue is how to get the dollars to students who need it and will follow through on their personal goals and state goals. She reiterated the need for a "big picture" view, of taking into account the differences in the performance of schools in K-12; and of differences in student achievement based on socio-economic standards.

Mr. David Shaw concurred that linking high school achievement to postsecondary opportunity is a fundamental goal. Like Dr. Selby, he sees the need to keep in mind the socio-economic factors that affect student performance.

Ms. Kristi Blake expressed concern that if there is no means testing, the cost for the scholarship could go very high. We need to look at means testing as a way of beginning the program and possibly increasing the aid threshold as we go, integrating it with other forms of aids or scholarships.

Strategy C: *Accommodate new ways of learning, particularly e-learning.*

Ms. Jenkins noted that institutions have said that rules and regulations — their own as well as those of the state — impede their ability to respond quickly to the needs of students and employers. She added that the Master Plan proposes "Barrier-free zones" where schools can operate in a more nimble way as one initiative to break through some of the impediments to learning.

Strategy D: *Keep college affordable.*

Ms. Blake asked for background information on the policy of some states to have high tuition and high financial aid. Mr. Gaspard said that typically tuition goes up but financial aid lags those increases.

Dr. Selby observed that our State Need Grant policy now ties the grant to tuition increases as a long-term goal. She noted that the state is not there yet, but from a policy perspective, we have tied those two together.

Dr. Chang Mook Sohn expressed his difficulty in connecting goal — connecting k-12 achievement to postsecondary education — to the scholarship strategy. Ms. Jenkins responded, “It’s been clear to us in our talks with stakeholders that many believe higher education is beyond them. There is huge drop out rates. It is clear that those who don’t have the resources won’t go to college. We feel that it is our obligation and mission to empower all young people through scholarships.” In that case, Dr. Sohn persisted, why only two years? Ms. Jenkins replied that this is just the start, and could very well go two more years.

Goal 2: Enhance quality, accountability, and productivity in public higher education.

Board comments:

- Centers of Excellence

Dr. Brouillet – “I would argue for the Centers of Excellence in the undergraduate level, and not for the graduate level at this time.”

Ms. Blake: Concerned that there will be so much promotion of this idea, the institutions will get so focused on the rewards, that the good liberal education the state is now providing will be relegated to the background. Appreciates where the agency is going with this, but feels the need to develop criteria, reporting mechanisms, how institutions qualify for it, some form of methodology. Must not just be handed out. “It needs to mean something.”

Ms. Jenkins – (responding to Ms. Blake) The emphasis is not to move away from appreciating the full undergraduate experience. The idea is to recognize that some institutions are known for certain excellent programs. We want to help them focus on the areas where they are good, possibly to improve on them, so that they can compare and compete more effectively with their peers. And although we don’t have the particulars yet, there will be a system in place where the institutions come forward with their proposals and go through a process, the details of which we are still trying to put together.

- Compensation

Dr. Brouillet – “I think there is a need for national comparisons because that’s the market the institutions are in. They go out nationally for their faculty. If we don’t know what is out there it can be very difficult.”

Ms. Blake – This Board’s role is to create a strategy to bring more money to the table. It could mean continuing with peer analysis or market comparison; figuring out a method to make the pool of money bigger. It is not the HECB’s role to determine how that money will be allocated at the institutional level.

Dr. Sohn inquired if Washington faculty-salary levels are moving up, compared to national peer comparisons. Mr. Dan Keller, HECB Senior Associate Director, clarified that faculty compensation rankings are affected by the actions of other state legislatures, not just our own

compensation changes. For instance, although the Washington Legislature granted recently a 3 percent increase in salaries, other state legislatures may have approved salary increases of 4 or 4.5 percent. Therefore, faculty salaries in Washington might still lag other states, in spite of new increases. But other resources have been made available to institutions for salary adjustments. Institutions have the flexibility to award another 3 percent increase based on merit by reallocating other resources or tuition funding. For faculty recruitment and retention, institutions have a pool of money to draw from.

- Tenure

Dr. Brouillet – “We could take this on if we want, however, it is not a state program. It is a national program. This issue could generate more heat than light.”

Dr. Selby - Tenure should at least be on the table for discussion, and for the Board to know more about it. “We don’t even know that all the states have it.”

- Rewarding faculty (*Recognize and reward faculty who demonstrate a high priority on student learning through their teaching and active involvement of undergraduate students in basic and applied research.*)

Ms. Blake – I see contrary things within the same statement (italicized above). Students we talk with express liking faculty who teach. But faculty members need to do research in order for the student to be involved in research. We need to prioritize one or the other and not have both in the same statement.

- Accountability

Mr. Craves - What if there were a test like the Certificate of Mastery when you graduated from college that is half general education and half subject specific? If a student passes this advance test the student could get placed, receive a signing bonus, student loan re-payment, etc. The goal is to somehow get everyone to agree that passing this test is the ultimate approval equivalent to a 4-year degree. This concept could put the responsibility back on student achievement, and also provide our employers in the state some great employees.

Mr. Faulstich remarked that this is currently taking place anecdotally. Businesses know where the best graduates are; which are the best institutions. But this is reputation gained over a period of time. What Mr. Craves seems to be suggesting is to shortcut the process.

Mr. Shaw suggested that another approach would be for employers to utilize accreditation and professional associations as a source for candidates in a given field. This does take place in an informal sense. He recalled that some of the institutions implemented on a trial basis a performance guarantee for graduates of some programs. If the employer decided the individual did not reach acceptable performance, the institution would re-tool that individual at no cost to the employer. Dr. Kathe Taylor and EWU Legislative Liaison, Mr. George Drury, confirmed that WSU and EWU do have certain programs that offer an opportunity for students to graduate in 4 years if they meet certain strictures.

- Capital costs - Mr. Jim Reed, HECB associate director, stated that the subcommittee's recommendation is to minimize future capital costs at the institutions. Staff has taken an extensive look at what is used in other states to measure this, and to determine what is appropriate. The challenge is to complete the projects that we now have; to utilize classrooms better; and to recognize the impact of e-learning on actual classroom activity.

Goal 3: Meet the demand for college education.

Mr. Dan Keller, HECB senior associate director, explained the change in enrollment number from the last Master Plan.

Ms. Jenkins would like to advocate for more than one pilot project for the rural areas, to make sure that we reach out to populations with access problems, and sectors with language problems.

Mr. Hanson assured that the consortium efforts would yield valuable results. He likes the emphasis on communication under this goal. He believes that what really matters is what parents and students think about us. HECB ought to get out more to tell our story and to announce the Master Plan.

Ms. Blake believes one additional challenge is the need to create the demand. Strategy "d" which speaks to making *Washington citizens active consumers of the knowledge, advantages and resources of postsecondary education*, needs to be a marketing effort. "The whole goal should not be just meeting needs but of creating demand." Mr. Faulstich concurred.

Dr. Selby spoke about the need to address different markets, different audience, from high school graduates to adult learners, and the different ways and strategies of reaching these various sectors.

ACTION:	Mr. Larry Hanson moved for consideration of Resolution 99-25, adopting the draft Master Plan 2000 policy goals, strategies, and initiatives. Mr. Frank Brouillet seconded the motion. Ms. Blake sought, and received confirmation, that the draft would be revised based on the morning's discussion. Recognizing that the draft is a work in progress, Resolution 99-25 was carried unanimously.
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Ms. Jenkins suggested (1) establishing a strategic planning subcommittee that will monitor the implementation of the Master Plan. (2) Consider holding a summit to give the HECB an opportunity to speak statewide and elaborate on the specifics of the plan.

Public comments on Master Plan 2000

Dr. Fred Campbell, UW Vice Provost

Really pleased with the way the process is going. Thinks goal #1 should be a statement about the public value of education and what will be a knowledge-based century. If we wish to convince the public, goal #1 has to be a statement of the benefits to them. Convince them that the schools are really good and effective.

- We must decide what it is we are accountable for.
- Responsibility of institutions to measure that and demonstrate it.
- Then a public body that will say yes, we have done it.

We must find creative ways of funding higher education and providing the resources needed.

Dr. Steve Jordan, EWU President

Goal 1- Totally in accord with the two-year scholarship proposal, but concerned about its possible effect and policy implications on the tuition savings program.

Goal 2 - Notion of affordability and predictability are very important. As we look at capacity of faculty to absorb more undergraduate teaching load, think in terms of mission-related questions and implications for the state.

Too big emphasis on e-learning. We know very little about the major impact of this in meeting large numbers of FTE students and cost implications. Incentives for faculty to be involved more in classroom instructions.

Dr. Dave Dauwalder, CWU Provost

On prior learning - concern to recognize the differences in institutional missions. He cited some impediments to student articulation:

- (lack of) financial aid
- performance measurement system tied to future funding gets in the way of cooperation between institutions
- difference among community and technical college system, regional universities, research universities, and the movement of students among them and the various goals of student themselves.

Suggest greater recognition of faculty adjunct; also recognize the difference among the schools in the degree that faculty are involved in teaching. Has to do with institutional missions.

Dr. Jane Sherman, WSU Asst. Vice Provost

- Applaud web advisory group.
- Encourage recommendations that support wide variety of different missions, less of standardization. Doesn't see teaching and research as competing efforts.
- Be cautious about how we think e-learning will impact capacity.
- Applaud continued emphasis on student learning outcomes.

Dr. Barb Smith, TESC Provost

Add a fourth goal around building skills appropriate to our democracy and a statement regarding our commitment to increasing a diverse population.

Goal 2: Like WSU, sensitivity to different missions of schools. Evergreen has policy that all teachers carry uniform teaching load and number of students. This will be jeopardized by

uniform increased teaching load system-wide. Encourages HECB to ask institutions to develop very specific student centered goals.

Elizabeth Schoenfeld, Executive Assistant to WWU President

“The core of what institutions do is not in your planning.” We will still have our traditional goals.

Tom Parker, WAICU Vice President

- Linkages from K-12 to higher education will be more important than ever.
- Learners: What are we asking of the students? Students must contribute too. What are the goals we are looking for from them.
- What incentives are in the plan to encourage collaboration?
- There is a real need to address certain other populations. Prepare students and parents for college.

Dr. Jo Ann Taricani, Associate Professor, Music History

- Centers of excellence - Graduate piece is important. Good graduate department means the undergraduate department is good also.
- Very concerned about the public interest and public vision. How can we be more responsive to the public?

Dr. Sandy Wall, SBCTC Director

- Pinpoint priorities; the most important things.
- Continue HECB’s role as advocates for those who will otherwise not be served i.e., financial aid program that serves different sectors.
- There is an array of students to be served, with different ways of seeking higher educational opportunities. Cannot just look at traditional students.
- Capital - There is going to be need for additional facilities and infrastructure that will require some capital investment in the two-year system.
- Likes the idea of regulatory-free zones to promote innovation.
- Focus on students and their needs; be more flexible and nimble. New things that must be looked at: prior learning; how to parlay two-year technical degree to four-year, etc. Be more responsive to students, business community, etc.

Implementation of Legislative Programs

Mr. Bruce Botka, HECB director for governmental affairs, provided background information regarding rule development and status of HECB projects.

- Info technology grant
- Childcare grants
- Fund for innovation
- Teacher training pilot projects

ACTION: It was decided that no board action was necessary to implement the above-mentioned programs. No action taken on Resolution 99-27 .
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Mr. Botka also discussed the allocation by the Legislature of 500 FTEs to the HECB for high-demand technology programs. Unlike the Information Technology Grants, these FTES are available to both two- and four-year institutions

State Need Grant Program – Change in permanent rules

Ms. Becki Collins, HECB Director of Educational Services, briefed the Board on the changes in rules for the State Need Grant program, which are necessitated by the legislated change in SNG policy. A public hearing on the proposed rules was held and responses and comments from the public were considered in the final rules proposal.

ACTION: Mr. Frank Brouillet moved for consideration of Resolution 99-26, Mr. Larry Hanson seconded the motion, which was carried unanimously.
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Masters in Teaching

Mr. Botka described the parameters of this grant. It is designed to reimburse teachers who don't now have a master's degree, but who will receive it in 2000-01 and who plan to return to teach. There is limited amount of money available. There are no specific prohibitions against those who go to other states but return to a Washington public institution to teach. Legislative staff have indicated that legislators will entertain HECB ideas and suggestions for improvement to make this work.

Running Start Rule Changes

Ms. Elaine Jones, HECB Program Associate, explained the proposed rule change to the Running Start program, clarifying that students can take 18 credits for free per quarter or semester. This change will have no impact on the local school districts. A public hearing will be held and the Board will be asked to adopt permanent rules in the next Board meeting.

Rural Areas Study

Mr. John Fricke, HECB Associate Director, provided the background information, including lessons learned, and staff recommendations for Board approval. The Legislature directed the HECB to complete a study on rural areas "with consideration given to alternative approaches to educational service delivery, facility expansion, relocation or partnership, and long-term growth and future educational demands of the region." The HECB worked closely with community representatives, the OFM, and the State Board for Community and Technical Colleges throughout the project.

The completed report will be forwarded to the Legislature and the Governor for consideration.

Ms. Jenkins asked whether the report addresses how to access and create demand for earlier grades, and re-training for the adult learners. Mr. Fricke responded that in the Jefferson County

pilot, there is a plan to hire one full-time person in an outreach capacity. Mr. Hanson commented that community energy and influence made a lot of difference to this project. Dr. Sohn was concerned that since these are rural areas, new training provided will not be applied unless new businesses are created.

ACTION: Mr. Larry Hanson moved for consideration of Resolution 99-22, Ms. Ann Ramsay-Jenkins seconded the motion, which was carried unanimously.

Higher Education Accountability Initiative

Dr. Kathe Taylor provided an update of the staff's work with the four-year institutions to carry out the Legislature's directions on accountability for the 1999-2001 biennium. The biggest change to the 1999-2001 accountability initiative is that no funds will be withheld from the institutions' base budgets. Performance measures relating to distance education or student learning outcomes are not mentioned, and institution-specific measures are optional.

The plans are due to the Board on August 15, 1999, and will be presented to the Board for approval at the September 1999 meeting.

ACTION: Mr. Larry Hanson motioned for approval of Resolution 99-23. Mr. David Shaw seconded the motion, which was carried unanimously.

WSU Spokane Management and Program Plans

Ms. Elaine Jones, HECB Program Associate, briefed the Board on this item. In May, the Board approved a request from WSU to extend the deadline for the completion of their mission and operating plans for Spokane. WSU has since developed a new mission statement that appears to meet HECB criteria and legislative intent, with the exception of offering practice-oriented doctoral degrees. Since 1990, the HECB has limited such doctoral programs to the two main research university campuses, due to the high cost and heavy demand on resources of such programs. WSU supports this plan with the findings of MGT, a consulting firm, that recommends, among other things, "Practice-oriented doctoral degrees for WSU Spokane and also a high level of research that would contribute to economic development in that area."

The final task WSU Spokane was asked to complete was to submit a management plan for the Riverpoint campus consistent with HECB policy. Mr. Jim Reed, HECB Associate Director, reviewed and endorsed the plan. Staff recommendation was to approve the final mission and operating plan for WSU Spokane, deleting from the statement any mention of doctoral degree programs. Board discussion regarding doctoral degree programs followed.

Mr. Craves believes that WSU Spokane should be allowed to offer doctoral programs, in line with the vision of creating a high-quality campus in Spokane that will attract students and business to the area. Mr. Shaw commented that technology is going to drive changes, so some flexibility must be allowed.

Dr. Brouillet remarked that if the Board allows WSU Spokane to offer doctoral programs, it would open the door for the other branches to have the same option, contrary to current state and Board policy. Ms. Blake pointed out that the studies by MGT and by the Board support this decision. Mr. Shaw reminded that the Tri-Cities campus also had a proposal to the HECB for a doctoral program.

Mr. Gaspard stated that Board policy has flexibility within it to consider proposals on a case-by-case basis. In this case, a two-step process will be used. The first would be to change the mission statement to allow the offering of doctoral programs, and the next would be consideration of the actual programs that will be submitted for approval. Dr. Selby concurred, adding that the Board may have been a little too hard-nosed when it passed Resolution 97-07, prohibiting doctoral degrees on the branch campuses, with exceptions granted only under “extraordinary circumstances.”

Comments from institutional representatives

Dr. Sam Kindred, WSU VP for Business Affairs, spoke of progress at the Spokane campus.

Dr. Jane Sherman summarized the study done by MGT and the process followed by WSU Spokane to seek HECB authorization on new program offerings. She clarified WSU’s position to get an affirmation from the HECB that the doctorates are part of WSU Spokane’s mission in the future, based on the work done lately. The doctorate proposals will be brought forward along with other degrees in other locations. The HECB can then either accept or reject the proposals. Their intent is to have the general direction approved but not any particular plans. She stated that the revised resolution for Board consideration represents a much higher hurdle for WSU to get over; they have been asked to come up with a new mission that would include a much stronger research focus.

Mr. Gaspard clarified that the revised resolution restates the Board policy, which is the current policy of the HECB. Since WSU has not presented the documentation for the programs in question, it does not meet the standard for the board’s consideration at this time. But consistent with the Boards’ policy, WSU has an opportunity to present the program at a later time

Dr. Sherman commented that because Spokane is a unique branch campus, WSU does not believe that practice-oriented doctoral programs have to be “extraordinary” to gain Board authorization. At this point, Mr. Craves stepped in saying that although he advocates for doctorates in Spokane, what Dr. Sherman is asking the Board to do is to rethink the whole idea of doctoral programs on branch campuses, which the Board is not prepared to do at this time. He suggested that since the UW is also involved, WSU should try to get a plan completed for presentation to the Board at a later time.

Dean Bill Gray, WSU Spokane, stated that the historical narrative included in the MGT study details other studies over the last 20 years, which have come up with the same conclusion about providing opportunity for graduate doctoral technology programs to be located at Spokane.

Gordon Budke, EWU Chairman of the Board and President Steve Jordan, strongly objected to the mission statement proposed by WSU. They proposed new language for the WSU Spokane mission statement, saying that if the mission statement were approved as currently written — indicating WSU as the nucleus of Spokane higher education — it would be a slap in the face of Gonzaga and Whitworth, the community colleges, and EWU.

Dr. Jordan also disagreed with the statement that “*WSU should be given full authority to forge necessary agreements,*” stating that this is a governance question. He said each of the governing boards should retain their respective authority over tuition and the institutions should try to work out their differences about how that should occur. He added that anything that says WSU has authority over tuition of Eastern students at the Riverpoint campus is not acceptable to EWU. “They (WSU) are the managers of that property but they aren’t the governance authority over the programs and tuition settings, that’s given to the respective governing boards of the institutions.”

Dr. Sherman remarked that she did not think WSU has tuition-setting authority over the other institutions. However, they are likely to run into complications around tuition levels when they attempt to collaborate with other institutions that have different tuition levels than their own. She believes there may be a need to get a different kind of authority for collaborative efforts from the Legislature. WSU is interested in working with all the partners in the area to bring forward a possible proposal to the Legislature.

Mr. Craves put a halt to the discussion, stating that the matter should be straightened out before it is brought back to the HECB for action in September. He reiterated his support for strong and revitalized higher education services in Spokane, and the need for all parties concerned to work together to make this happen. “Let’s come back next time with everyone clear on the concept and in agreement so we can move this project forward.”

Dr. Selby was supportive but expressed the desire to resolve this issue quickly, “before classes start in the fall.” Mr. Shaw agreed that that “this is an issue that should not come to decision making today, but needs to be further resolved in the immediate future with respective parties and staff.”

ACTION: None taken on Resolution 99-24.

New Degree Programs Approved

ACTION: Ms. Gay Selby moved for consideration of Resolution 99-19, 99-20, 99-21. Ms. Ann Ramsey-Jenkins seconded the motion, which was carried unanimously, approving: M.Ed. in Business and Marketing Education, CWU SeaTac Center; BS in Agriculture Extended Degree Program in WA, OR, ID-WSU; and BS in Computer Engineering, WSU Spokane.

Search for New CWU President

Ms. Martha Lindley, CWU, discussed the search for a new president, announcing that President Ivory Nelson is departing in the fall to take another position. Mr. James Norton is the interim president while CWU undertakes a national search.

Adjourned: 4:00 p.m.

RESOLUTION NO. 99-19

WHEREAS, Central Washington University has requested approval to establish a Master of Education in Business and Marketing Education at the CWU SeaTac Center; and

WHEREAS, The program would provide greater graduate-level education opportunities for placebound people in the Puget Sound region; and

WHEREAS, The program addresses the growing need for high school and community and technical college faculty with advanced knowledge and skills; and

WHEREAS, The diversity and assessment plans are suitable for a program of this nature; and

WHEREAS, The costs are reasonable for delivering this distance learning program;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Central Washington University request to establish a Master of Education in Business and Marketing Education at the CWU SeaTac Center, effective summer 1999.

Adopted:

July 15, 1999

Attest:

Bob Craves, Chair

David Shaw, Secretary

RESOLUTION NO. 99-20

WHEREAS, Washington State University proposes to establish a Bachelor of Science in Agriculture Extended Degree Program in Washington, Oregon, and Idaho; and

WHEREAS, The program has the potential to enhance higher education opportunities in all areas of the state of Washington and the region; and

WHEREAS, The program will respond to the steady demand for professionals in the agriculture and natural resources-based fields; and

WHEREAS, The program will be offered in collaboration with the University of Idaho, Oregon State University, and Eastern Oregon University; and

WHEREAS, The program supports the Board's initiatives for higher education, including expanded use of instructional technologies, increased partnerships with two- and four- year institutions, and greater participation of people of color in higher education; and

WHEREAS, The assessment plan is well suited for a distance education program and should facilitate on-going program enhancements; and

WHEREAS, Resources are adequate to support a quality program and support services; and

WHEREAS, The costs are reasonable for a program of this nature;

THEREFORE, BE IT RESOLVED, That the High Education Coordinating Board approves Washington State University's request to establish a Bachelor of Science in Agriculture Extended Degree Program in Washington, Oregon, and Idaho, effective fall term 1999. Furthermore, on an annual basis, WSU will submit actual costs for the distance education courses, including the actual costs associated with delivery via distance education technologies. Finally, at the end of the second year of the program, WSU will submit to HECB staff all assessment information related to program effectiveness and student learning outcomes.

Approved:

July 15, 1999

Attest:

Bob Craves, Chair

David Shaw, Secretary

RESOLUTION NO. 99-21

WHEREAS, Washington State University is proposing to establish a Bachelor of Science in Computer Engineering at its Spokane branch campus; and

WHEREAS, The proposal is based on regional workforce needs that WSU has documented; and

WHEREAS, The program has the potential to increase WSU's physical presence in Spokane and contribute to economic development in the region; and

WHEREAS, The program addresses the need to provide more computer engineering educational opportunities for time- and place-bound individuals; and

WHEREAS, The program would be offered in partnership with all of the higher education institutions in the Spokane area and the University of Idaho; and

WHEREAS, The program of study, faculty resources, support services, and assessment methodologies are modeled after the Accreditation Board for Engineering and Technology standards;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Washington State University request to establish a Bachelor of Science in Computer Engineering at its Spokane branch campus, effective fall term 1999.

Adopted:

July 15, 1999

Attest:

Bob Craves, Chair

David Shaw, Secretary

RESOLUTION NO. 99-22

WHEREAS, Section 610 of the 1997-99 Operating Budget Appropriations Act (Chapter 149, Laws of 1997), provides funding for the Higher Education Coordinating Board for activities related to higher education facilities planning and access issues related to capital facilities; and

WHEREAS, Included within this mandate is specific provision to conduct a study regarding the postsecondary education needs of Okanogan and Jefferson counties and surrounding communities with consideration given to alternative approaches to educational service delivery, facility expansion, relocation or partnership, and long-term growth and future educational demands of the regions; and

WHEREAS, The Board retained MGT of America (hereinafter referred to as the "Consultant") to assist in carrying out these legislative directives by providing a thorough socio-economic profile of these two rural areas and an analysis of economic and educational needs; and

WHEREAS, The Board established a Project Coordination Team consisting of representatives of the University of Washington, Washington State University, Western Washington University, Central Washington University, Big Bend Community College, Peninsula College, Wenatchee Valley College, the State Board for Community and Technical Colleges, and the Office of Financial Management to provide expert advice and program consultation to the Consultant and HECB staff on the elements of the study; and

WHEREAS, The Consultant has submitted the final report and recommendations concerning the postsecondary education needs of Okanogan and Jefferson counties; and

WHEREAS, The Consultant has concluded that expanded postsecondary education opportunities are essential to the economic and community vitality of Okanogan and Jefferson counties, and to rural areas across the State of Washington; and

WHEREAS, The Project Coordination Team has concluded that the needs of rural areas can best be served by a consortial approach combining the programs and offerings of a number of institutions to respond quickly to the constantly changing needs of rural areas in the appropriate scale and delivery mode; and

WHEREAS, Strong community support and interest has been demonstrated in Okanogan and Jefferson counties to obtain additional higher education services in an economical and feasible manner; relying on community efforts to address the special economic, social and geographical challenges that confront rural area students; and

WHEREAS, The lessons learned in this study of under-served rural area issues can be further explored and refined through the initiation of pilot programs to develop and implement creative approaches to deliver flexible, targeted, responsive higher education programs to rural areas across the State of Washington; and

WHEREAS, The Legislature has demonstrated its interest and support of finding ways to address the special higher education needs of under-served rural areas by providing funding in the 1999-2001 state budget to the Higher Education Coordinating Board for a pilot demonstration project in Jefferson County; and

WHEREAS, The Board has reviewed the staff analysis and recommendations submitted by the Executive Director and, based on that review has incorporated said staff report in its action to adopt the recommendations advanced by the Executive Director;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board hereby adopts the following policies and actions in response to the requirements set forth in Section 610 of the 1997-99 Operating Budget Appropriations Act (Chapter 149, Laws of 1997):

The Board approves the staff report entitled "Postsecondary Education Needs of Okanogan and Jefferson Counties: Staff Recommendations", dated July 15, 1999, and directs that this report be transmitted to the Legislature, Office of Financial Management, and participating higher education institutions.

The Board clarifies that the participation rate goals established for the state in each master plan effort are intended to apply to all the citizens of the state. To the extent that residents of rural areas confront unique challenges in obtaining access to higher education programs, the state should make every effort to develop innovative, effective and economical approaches to providing educational opportunity to those residents.

The Board recognizes that methods and approaches to provide improved access to higher education services in under-served rural areas across the state will be developed and tested in pilot programs in Okanogan and Jefferson Counties. Distance education, e-learning, continuing needs assessment, inter-institutional cooperation and new strategies for student information and support will be implemented in these two areas, and many of the lessons learned will be applicable to all under-served rural areas of the State of Washington.

The Board endorses the ongoing efforts of staff to integrate into the master planning process consideration of the special needs and opportunities that lie within the rural areas of the state. Policies and proposals to address these needs in a flexible, effective and economical manner will be addressed in the final master plan.

Adopted:

July 15, 1999

Attest:

Bob Craves, Chair

David Shaw, Secretary

RESOLUTION NO. 99-23

WHEREAS, The Washington Legislature modified the accountability initiative in the Operating Budget for the 1999-2001 biennium; and

WHEREAS, The Washington Legislature required institutions to prepare accountability plans at the direction of the Higher Education Coordinating Board and submit them to the Board by August 15, 1999; and

WHEREAS, The Higher Education Coordinating Board has prepared guidelines to help the institutions prepare accountability plans that will describe each institution's strategies for making meaningful and substantial progress toward the achievement of the Legislature's prescribed long-term performance goals;

THEREFORE, BE IT RESOLVED That the Higher Education Coordinating Board adopts these guidelines for the 1999-2001 Accountability Plans; and

BE IT FURTHER RESOLVED That the Higher Education Coordinating Board encourages institutions to identify student learning outcomes in all undergraduate academic programs, develop assessment projects in the areas of writing, quantitative skills and technological literacy, and to report annually, beginning December 1999 on their progress in those areas.

Adopted:

July 15, 1999

Attest:

Bob Craves, Chair

David Shaw, Secretary

RESOLUTION NO. 99-25

WHEREAS, State law [RCW 28B.80.330(3)] directs the HECB to prepare a *comprehensive master plan that includes but is not limited to*:

- a) Assessments of the state's higher education needs;
- b) Recommendations on enrollment and other policies and actions to meet those needs;
- c) Guidelines for continuing education, adult education, public service, and other higher education programs; and

WHEREAS, In September 1998, HECB Chair Bob Craves appointed a Master Plan subcommittee to organize and direct the work involved in the creation of the 2000 Master Plan; and

WHEREAS, The Board approved a process for developing the Master Plan in December 1998, and in January 1999, conducted a planning session to discuss members' visions and goals for the plan; and

WHEREAS, The Board has insisted on an open and inclusive process, sensitive to its statutory role to represent the "broad public interest in higher education, above the interests of individual institutions;" and

WHEREAS, The Board has considered a number of in-depth policy papers designed to discuss and analyze the issues central to the 2000 Master Plan; and

WHEREAS, The work of the Board and subcommittee has produced an outline for the 2000 Master Plan, including three primary policy goals that summarize the vision for higher education presented by this Master Plan, strategies that characterize each policy goal, and specific initiatives that describe specific steps that should be taken in order to effect the strategy and policy goal to which each is linked; and

WHEREAS; The Board has had the opportunity to discuss and revise each recommendation area;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board adopts the draft policy goals, strategies and specific initiatives presented; and directs staff to further refine the recommendations and draft a preliminary Master Plan for review at the Board's September 15 meeting.

Adopted:

July 15, 1999

Attest:

Bob Craves, Director

David Shaw, Secretary

RESOLUTION NO. 99-26

WHEREAS, The Higher Education Coordinating Board has completed its analysis of the State Need Grant Program and issued its recommendations; and

WHEREAS, Those recommendations include the adoption of a tuition-based award, a self-help requirement, a dependent care documentation requirement, and an income eligibility range for renewing students; and

WHEREAS, The Legislature has endorsed the Board's recommendations; and

WHEREAS, The Legislature has amended the State Need Grant statute to limit student eligibility to 125 percent of the published length of the program in which the student is enrolled; and

WHEREAS, The Legislature has further amended the State Need Grant statute to limit the eligibility of students pursuing a second associate's degree; and

WHEREAS, The Board has directed staff to prepare amendments to the Washington Administrative Code to implement these changes; and

WHEREAS, The staff have filed notice of the proposed changes in WSR 99-10-074, held a public hearing, and prepared the proposed rules for adoption,

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board adopts as permanent rules the changes proposed to Washington Administrative Code 250-20-001; 250-20-011; 250-20-021; 250-20-031; and 250-20-041, as attached hereto.

Adopted:

July 15, 1999

Attest:

Bob Craves, Chair

David Shaw, Secretary

Draft Master Plan Recommendations

September 1999

EXECUTIVE SUMMARY

BACKGROUND

State law [RCW 28B.80.330(3)] directs the HECB to prepare a comprehensive master plan that, among other things, assesses higher education needs and makes recommendations on actions to meet those needs. The statute identifies the primary audience for this plan as the Legislature and Governor, to whom the HECB is directed to submit the plan by January 1, 2000.

In September 1998, HECB Chair Bob Craves appointed a Master Plan subcommittee: Bob Craves, Gay Selby, Anne Ramsay-Jenkins, and Jim Faulstich. The Board approved a process for developing the Master Plan in December 1998; in January the Board held a planning session to discuss members' visions and goals for the plan.

In the winter and spring of 1999, the subcommittee met in communities across the state with a wide variety of higher education "stakeholders." And the subcommittee itself met regularly with staff to assess and direct the development of the plan, including the development of policy papers designed to discuss and analyze in-depth, the issues central to the Master Plan. The Board has considered several such papers at each of its regular Board meetings since January. The Board meetings also have given the public at large and institutions the opportunity to comment on the papers. In May, the Board began a series of meetings of a diverse advisory committee, which meets on-line one week per month to discuss topics central to the Master Plan. In July the Board approved draft Master Plan policy goals, strategies, and initiatives, and directed staff to refine the draft for consideration at the Board's regular meeting in September.

BOARD ACTION

Presented for Board discussion and consideration of approval is a draft Master Plan, including (1) recommendations synthesized from goals, strategies, and initiatives approved in July, and (2) new text providing context for the recommendations.

Draft Master Plan Recommendations Draft Text

September 1999

THE PROBLEM

Washington State must find a way to make college education available to at least 70,000¹ additional students between 2001 and 2010. That's enough students to fill two more campuses the size of the University of Washington. About 52,500² of those students are likely to show up at public colleges and universities. This challenge occurs in an environment of restricted state budgeting³. How do we know this human wave of students is approaching? Demographics tell us so. If Washington State maintains its level of college enrollment, just the growth in traditional college-age children of the Baby Boom generation, will account for about 36,300 of those new college students⁴.

Employers and employees, however, say that just maintaining the status quo is not enough. In a world where information changes every time a computer mouse clicks, a high school education may not be enough to keep up with the increasing complexity of life in modern communities. And many employers say a high school education is not enough to get and keep a good job.⁵ In fact, our citizens miss out on some of the best jobs in the state because they do not possess the education required for the jobs. Instead, employers bring well-educated, highly skilled people into Washington State from other state and other countries where they had the opportunity to get a college education.⁶

Clearly that's a loss for the Washington citizens who may have to settle for other, less well paying jobs. It's a loss for businesses that have to spend money to recruit employees from out-of-state. And it's a loss for the state, not just because of the missed opportunity for citizens, but because of the increased pressure in-migration places on the environment, schools, roads, and other public resources.

THE SOLUTION: SHARED RESPONSIBILITY, SHARED BENEFIT

¹ HECB enrollment analysis in Master Plan Policy Papers 1 and 3 identifies about 80,000 students, however, about 10,000 of those FTE were funded for 1999 – 01, or served by independent institutions.

² Ibid.

³ Initiative 601 limits the growth in the state operating budget to the combined three-year average of inflation and population growth.

⁴ OFM demographic forecasts.

⁵ HECB employer focus groups

⁶ Washington Software Alliance, 1998 survey.

Washington must explore and support every viable alternative to meet the demand for college education, and to enable every Washington citizen to meet his or her education goals. But no one person or institution can meet this challenge alone. All have a role to play, and all will benefit.

First, the state must renew its commitment to its citizens by reaffirming a century-old record of support for broad access to public higher education. Broad public access to college depends upon continued support for enrollment, for affordable tuition, and for financial assistance for those who need it most. And, because our primary challenge is to create higher education opportunity for all kinds of Washington citizens in all phases of their lives, we must make student learning the top priority in higher education, and the yardstick by which we measure effectiveness, accountability, and efficiency.

Our public colleges and universities must seek every opportunity to use public resources to the fullest, to be as effective as possible within the precious resources available to them. When student learning needs conflict with campus tradition, the education needs of learners must come first. Electronic learning technologies hold great promise in making learning more accessible, more interesting, and more convenient. Although it challenges many university traditions, e-learning clearly offers rich possibilities that must not go unexplored. Institutions also must embrace new learning technologies and seek opportunities to reach out to people who traditionally have not been able to go to college: the low-income, people of color, and those whose jobs or geographic locations make going to school virtually impossible.

Many new higher education providers are moving rapidly to reach out to those traditional education has left behind. Many adult learners need to pick up additional education or new skills while they are going to work and rearing a family. That is not always possible in a traditional campus environment and established university schedule. For many students private colleges and universities — for-profit or non-profit — are a good option. The state should continue to make student aid available to those with financial need and who choose a non-public college or university.

Students share a responsibility, too, in making college more accessible. Many students will come to college already having earned college credits, but all must come prepared to do college-level work. All students must pay their fair share of the cost of education. And they must strive to make effective use of the money the state invests in them by choosing their education paths thoughtfully.

We can help students and families make good decisions about their higher education goals, if we provide better information to them about what is available and what is at stake. That means communicating through media and language that is appropriate to the audiences we address. And we must find ways to bring higher education to those who do not live near traditional campuses.

In short, we must support and explore all viable means of providing education opportunity to the people of Washington State. What is at risk is nothing less than our social and economic prosperity.

The HECB, therefore, presents the following goals to help Washington citizens attain their education goals.

GOAL 1: Renew Washington State’s commitment to higher education opportunity.

Higher education expands and enriches the lives of our citizens. It permits them to take advantage of career opportunities in this state; to thrive in an increasingly technological, knowledge-based world; and to enjoy an improved quality of life in their communities. In short, higher education is the door to full participation in American life. Meeting the growing demand for higher education will require continued public investment to expand enrollments in public institutions and to keep college affordable.

STRATEGIES:

a.) Reaffirm the policy goal of providing to state residents the opportunity for college education, as measured by maintaining the lower-division participation rate and raising the upper-division/graduate/professional participation rate to the national average by 2010. In addition, the HECB, in cooperation with Washington higher education institutions, will prepare **an enrollment accommodation plan** for the years 2002 through 2010 that describes the preparations and funding — by institution and by sector — to accommodate the state’s enrollment goals. The HECB enrollment accommodation plan will identify incentives and other measures to encourage students to attend classes at traditionally under-used times and places.

b.) Use public buildings to the fullest extent possible. Washington state can save nearly \$90 million in capital expenditures (in 1999 dollars) if colleges and universities can achieve **modest changes in the use of space:** increases in the amount of time that classrooms and class labs are scheduled for use each week; and a slight shift in the location of “contact” hours, out of traditional campus space through e-learning technology. For example, if classrooms stations are used two additional hours per week and the average full-time equivalent student receives one and one-half lecture contact hours per week through e-learning, the classroom enrollment capacity of existing and planned space is increased by 42,000 FTE students at the public colleges and universities.

c.) Keep public higher education affordable for Washington citizens, by **linking future changes in tuition at public colleges and universities to rate the of change in state per capita personal income (PCPI)**, which is one gauge of the ability of state residents to meet higher tuition costs.

d.) Provide grant aid for the state’s lowest-income residents, by achieving HECB goals for serving students through the State Need Grant and State Work Study programs, establishing State Need Grant award amounts that are equivalent to the resident tuition rates at Washington’s public colleges and universities, and by adapting financial aid rules to fit new learning patterns and education modes.

e.) Promote the expanded adoption of e-learning technologies. In conjunction with secondary schools and higher education institutions, the HECB will develop a proposal for shared e-learning training centers for higher education faculty and staff. **Support for inter-institutional training for faculty and staff**, is key to the integration of e-learning in traditional academic settings. E-learning technologies can provide new ways for faculty to teach and students to learn, and they can bring to the classroom new opportunities for innovation and quality. However, the adoption of these technologies is not automatic. Faculty and staff need to be trained in the use these new technologies, and encouraged to incorporate them into their teaching practices.

GOAL 2. Determine what graduates from baccalaureate and associate degree programs should know and be able to do; promote the assessment of their knowledge.

Higher education must place learners at the center of decision making. In such an environment student learning is the ultimate “accountability” measure, and the prime responsibility of colleges and universities shifts from delivering teaching to producing learning. What we measure often sends a clear signal about what we value. Although we cannot measure every aspect of learning or higher education’s contribution to society that is important, we can convey the value of student learning by seeking to clarify and understand some of the expectations we have for students. Students, families, faculty, policymakers, and employers will benefit by knowing that a degree represents proficiency in identified knowledge and skill areas. These areas should enhance students’ abilities to live and work in a democratic society.

STRATEGIES:

a.) Identify the fundamental student learning outcomes that are associated with statewide associate transfer degrees and with baccalaureate degrees. The HECB will collaborate with education institutions, students, and employers to identify student learning outcomes. And the Board will encourage and assist public baccalaureate institutions as they work to assess student knowledge. We will work to expand the assessment of senior writing already underway, and we will pilot institution-appropriate assessment measures for one or more fundamental student learning outcomes in addition to writing.

b.) Link appropriation of innovation funds to strategies that enhance the achievement of student learning outcomes.

GOAL 3: Link K-12 achievement to higher education opportunity.

Planning for college — academically and financially — cannot begin too early in life. We should seek incentives to encourage families to save for their children’s college costs, and to encourage students to pursue academic excellence in elementary and secondary school.

STRATEGY:

The HECB will design an incentive/scholarship account to encourage families to save for their children's college education and encourage children to excel academically. Families would be able to contribute to the account throughout a student's K-12 career. The scholarship contribution by the state would be equivalent to two years of community college tuition, to be awarded in increments at strategic intervals from kindergarten through high school. The program would notify families of each increment, along with information appropriate to the student's age about the value of higher education and the importance of academic and financial preparation.

The scholarship would be available to students whose family income is at or below 135 percent of the state's median family income. Students would only be eligible for the scholarship if they complete the WASL/Certificate of Mastery, graduate from a Washington high school, and enroll in an accredited Washington college or university. The scholarship would complement other state efforts to make college affordable for all academically qualified Washington residents.

GOAL 4. Help all citizens understand the range of learning pathways available to them.

College information is available on thousands of web sites and brochures for those who have the experiences and skills to explore and interpret our complicated system of higher education. For those who are first in their family to go to college, struggling to make ends meet, or new to America, navigating the higher education system is daunting, if not impossible.

STRATEGY:

Create the Higher Education Lifelong Opportunity (HELLO) Network. The HELLO network provide the following consumer education and service functions:

1. provide college-bound audiences with information about financial aid, admissions, transfers, and education services and requirements;
2. **reach out to people historically under-represented in higher education** to inform them of the benefits of higher education, the academic requirements needed to get into college, and financial assistance available to those who qualify;
3. **marshal education services in rural communities**, bringing together all available higher education and community resources to meet citizens' education needs; and,
4. **guide citizens** through the on-line courses and programs available through a web-based, inter-institutional database of on-line courses, programs, and student services.

GOAL 5: Enhance the ability of institutions to meet student needs and compete in an increasingly complex marketplace.

Many rules are beneficial: they protect the welfare of students and the integrity of academic programs. When they do neither, we must revise and remove them — and we have. Washington

State has been a leader in developing agreements that simplify the transfer of credit from community colleges to baccalaureate institutions, and in establishing rules that assist students in moving from the community college major to the corresponding major in baccalaureate institutions. Even so, students report that barriers continue to hamper their movement across educational institutions, and institutions report that rules — both their own and those of the state — hamper their ability to respond to the needs of students, particularly in high-enrollment programs.

STRATEGY:

a.) Identify and remove unwarranted obstacles to articulation and meeting student program demand. Colleges and universities, in collaboration with their students, will submit to the HECB self-studies focusing on obstacles to meeting students' program demand and barriers to the transfer of credits. The HECB will analyze these studies and recommend, if warranted, changes in policies and practices of institutions and the state, and the creation of "opportunity zones." These pilot projects would allow institutions to start high-demand programs free of unnecessary institutional and state "red tape." The HECB would consider effective projects for implementation on a wider scale. The Board would solicit "opportunity zone" proposals annually from colleges or universities and/or consortia of colleges and universities to meet a high student/market demand education need.

b.) Reward increased institutional productivity with greater budget flexibility. It is the goal of the HECB for all institutions to make gradual and sustained improvement in the quality of instruction and greater efficiencies in the use of faculty and other resources. Each institution should be allowed to decide which mix of these aims is appropriate, and decide how best to achieve efficiencies or improvements in the quality of instruction.

c.) Encourage education partnerships to enhance the quality and availability of higher education. The partnerships should include public- and private-sector organizations, and education providers at every level. The partnerships should center on education, business, and professional organizations whose work is related to identified workforce needs. Partnerships should identify the education and training needs for the state or a specific region; identify who can provide this training and education; and identify training/education strategies, including the specific contributions that each collaborator might provide.

d.) Recognize and reward "centers of excellence" at public colleges and universities. Throughout our public institutions there are academic programs that are especially distinguished for their achievements in teaching, their research endeavors, and their public service. Washington State should formally recognize and reward the outstanding achievements of these programs in order to help colleges and universities attract the best faculty, the brightest students, and private-sector support.

THE INVESTMENTS REQUIRED TO MEET PUBLIC HIGHER EDUCATION NEEDS — AND A PLAN TO PAY FOR THEM

INVESTMENTS TO ACHIEVE THE HECB VISION

Creating the student-centered higher education system described in the 2000 Master Plan will require investments as described below. A large percentage of these investments are directly driven by the goals to provide affordable educational opportunity to Washington students. Additional investments in activities by the public institutions are proposed to develop new pathways to learning, to foster creativity and efficiency, and to enhance the quality of the educational experience.

Although some cost estimates for HECB Master Plan initiatives are still being developed, it is the intent of the Board to provide specific cost estimates for these initiatives, as well as strategies to meet those costs.

INVESTMENTS IN STUDENT CAPACITY AND SUCCESS: **\$ Millions** *(Estimates are annual amounts required by 2010.)*

<i>Provide access at current participation rates</i>	162.4
Fund current financial aid programs for these additional students	23.2
Provide additional access to upper division/graduate students	187.0
Fund current financial aid programs for these additional students	4.1
Implement incentive scholarship program	??
Support needy students through State Need Grant and Work Study	44.7
Create the HELLO network	??
Subtotal	??

INITIATIVES BY PUBLIC INSTITUTIONS TO ASSIST STUDENTS:

<i>Investments in quality enhancement and teaching incentives</i>	??
Distribute Funds for Innovation	.7
Inter-institutional e-learning training for faculty and staff	??
Recognition of excellence in e-learning	.5
Recognition of Centers of Excellence	.2
Subtotal	??

Total, Annual Investments in 2010 in Current Dollars **??**

RESOURCES TO REALIZE GREATER OPPORTUNITY IN HIGHER EDUCATION

The benefits of a strong higher education system are enjoyed by all segments of society: institutions, students, families, business, and communities. Therefore, all those who benefit should share the costs of these investments. Following is a summary of annual resources and potential savings that can be used to fund the investments proposed in the 2000 Master Plan. Again, although some resource estimates are still being developed, it is the intent of the Board to identify resources to meet the costs associated with Master Plan initiatives.

Contribution by institutions:

Implement efficiencies, re-prioritization, and management Initiatives, saving 1 percent per year on all operations.	??
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Contribution by students and families

Link tuition levels to growth in state personal income.	65.3
Support students in Running Start, college in the high school, advanced placement, etc. so some incoming students have already earned college credits. (Reduces time-to-degree)	??

Contribution by business

Join with institutions and students through partnering, financial support, in-kind support, and other arrangements. (Similar contribution as that provided by students)	65.3
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Public investment

Direct <u>real</u> growth in public revenues to higher education (assuming current share of total state budget). These resources are driven solely by the growth in state population.	161.5
Restore the priority for higher education as a public investment by allocating a share of state government spending comparable to levels of 10-12 years ago.	<u>200-220.0</u>

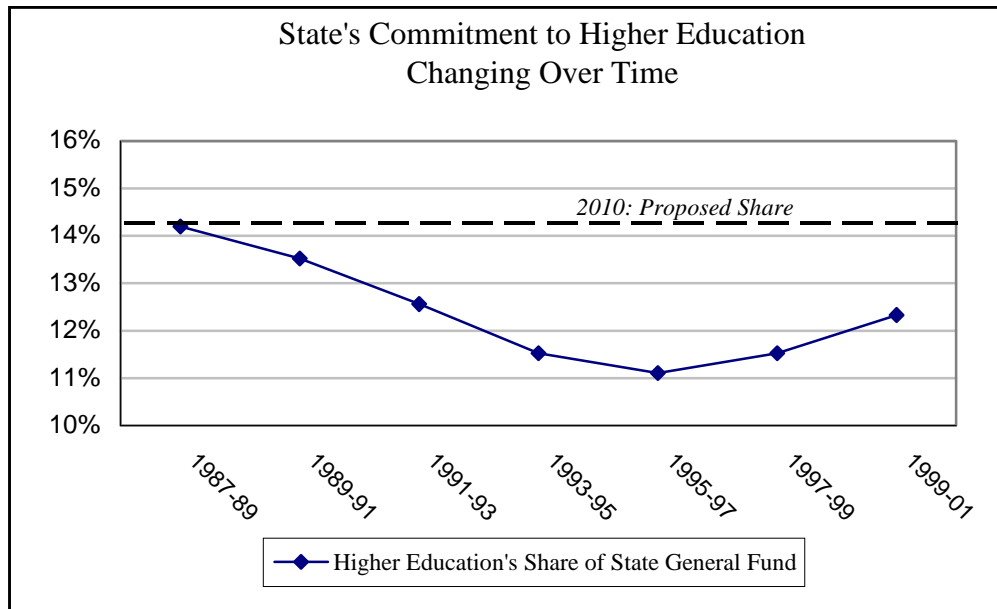
Total, Annual Resources in 2010 in Current Dollars	??
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This sharing of contributions to support excellence and access in postsecondary education in the state is a balanced and equitable approach. All sectors receiving the benefit of a high-quality system of higher education will participate in the funding of those education investments.

The Governor and Legislature must implement the last two items on this list in the state budget process. The estimate of real growth in state revenues is based on OFM projections of state population. Increasing the higher education share of the state general fund budget to the levels of 10 to 12 years ago can be accomplished in increments over time. Higher education's current share of the budget is 12.33 percent, up from 11.53 percent in the last biennium.

The higher education share of the state budgets for fiscal years 1987 through 1989 averaged 14.2 percent, about 1.9 percent above the current level. Returning to this level will require increases to higher education's share consistently over the next 10 years — *but at a rate that is less than half the rate of increase experienced in the last budget*. Such a reprioritization is possible — and necessary — if Washington State citizens are to be prepared for life and careers in the next century.

As shown in the following chart, redirecting these resources simply requires continuing a trend of increasing commitment to higher education that has now spanned the last two biennia.



The contributions proposed from institutions, students, parents, and business can be implemented without specific state action/legislation in each year. Together, these contributions are likely to total almost half of the resources and savings needed to achieve the HECB goals and recommendations in this master plan. Institutions can be given the authority to implement efficiency savings and redirect those savings into quality improvements without annual state oversight. It may be necessary to remove some state-imposed barriers to flexibility and entrepreneurial initiative. Tuition levels can be set by institutions to closely approximate the growth in state personal income — a valid measure of state residents' ability to pay for college. Parents can support ongoing programs such as Running Start and College in the High School that accelerate the completion of college programs. Business leaders can step up to the challenge of supporting institutions, programs and students at the same time they enjoy the economic and community benefits of an adequately trained and educated workforce.

FACILITY UTILIZATION AND CAPITAL REQUIREMENTS THROUGH 2010

To accommodate projected enrollment growth at the public institutions the Board carefully evaluated current facility utilization practices. And the Board considered how e-learning technology could change the average weekly amount of student “seat-time” in classrooms and class labs. This examination revealed that modest increases in the amount of time that classrooms and class labs are scheduled for use each week could create a significant increase in institutional enrollment capacity.

The analysis also revealed that modest assumptions about the use of e-learning technology adds capacity as well. Master Plan recommendations assume that by 2010, classroom stations are used two additional hours per week, and the average full-time equivalent student receives one and one-half lecture contact hours per week through e-learning. The result is that the classroom enrollment capacity of existing and planned space is increased by 42,000 student FTE at the public colleges and universities.

Using these revised standards, the Board developed the following projections of public-sector capacity and capital needs through 2010. These estimates assume that the main campuses of the four-year institutions receive their respective proportion of total 1998 enrollment. That proportion is applied to the Board’s 2010 enrollment goal up to the maximum enrollment level for a campus as established by institutional policy or regulatory constraints. Enrollment levels for the branch campuses and centers are based on the Governor’s and HECB’s development plan for these locations, up to their respective institutional growth policy.

**PUBLIC UNIVERSITIES AND COLLEGES ENROLLMENT CAPACITY
AND CAPITAL REQUIREMENTS THROUGH 2010**

Fall 1998 State Funded Enrollment (FTE) - Public Universities and Colleges	201,887
2010 State Funded Enrollment Goal (FTE) - Public Universities and Colleges	261,333
Planned 2010 Enrollment Capacity (FTE)	264,623
FTE Capacity Above Fall 1998 FTE Enrollment	62,736

Cost Savings per New Utilization Goals	\$89,964,552
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Total Estimated Higher Education Capital Need Through 2010 (1999 Dollars)	
FTE Growth	\$1,681,872,264
Minimum Preservation	\$1,260,000,000
Total	\$2,941,872,264
Community & Technical Colleges	\$1,239,361,040
Public Four Year	\$1,702,511,224
Adjusted For Construction Inflation (3.37% per year)	\$3,452,537,584
Total Estimated Revenue For Higher Education Capital	\$2,844,359,241
(Assumes 50% of bond authorizations through 2007-2009 and 5% annual growth in non-bond sources of revenue)	
Estimated Additional Need	(\$608,178,343)
2001-2003	(\$40,899,249)
2003-2005	(\$144,339,411)
2005-2007	(\$168,707,688)
2007-2009	(\$254,231,995)

RESOLUTION NO. 99-37

WHEREAS, State law [RCW 28B.80.330(3)] directs the HECB to prepare *a comprehensive master plan that includes but is not limited to: Assessments of the state's higher education needs; recommendations on enrollment and other policies and actions to meet those needs; and guidelines for continuing education, adult education, public service, and other higher education programs; and*

WHEREAS, The Board has insisted on an open and inclusive process, sensitive to its statutory role to represent the "broad public interest in higher education, above the interests of individual institutions; and

WHEREAS, The Board has considered a number of in-depth policy papers designed to discuss and analyze the issues central to the Master Plan; and

WHEREAS, In July, 1999, the Board approved an outline for the 2000 Master Plan, including three primary policy goals that summarize the vision for higher education presented by this Master Plan, strategies that characterize each policy goal, and specific initiatives that described specific steps that should be taken in order to effect the strategy and policy goal to which each is linked; and

WHEREAS, The Board has considered draft text and revised recommendations, which are based on the July table of recommendations; and

WHEREAS, The Board has directed staff to include their comments and discussion in the next draft of the Master Plan, which the Board will consider in October;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board adopts the draft Master Plan presented on September 15, 1999, and directs staff to further refine the recommendations and draft a final Master Plan for consideration at the Board's October meeting.

Adopted:

September 15, 1999

Attest:

Bob Craves, Chair

David Shaw, Secretary

1999-2001 Accountability Plans

September 1999

EXECUTIVE SUMMARY

BACKGROUND

In its 1997-99 biennial budget the Legislature directed the Higher Education Coordinating Board (HECB) to implement an accountability system in consultation with Washington's six public baccalaureate institutions. The Legislature tied resources to completion of plans early in fiscal year 1998, and to actual performance during the first year of the biennium on five measures outlined in the budget legislation.

The HECB created a timetable for the institutions to meet the legislative goals. The timetable prescribed targets that were based on annual percentage increases in performance that were the same for all institutions. The HECB submitted a report to the Legislature in December 1998 that documented each institution's performance, and recommended changes to the accountability initiative.

THE "NEW" ACCOUNTABILITY MEASURES

The Legislature incorporated several of the Board's recommendations when it modified the accountability initiative for the 1999-2001 biennium, including recommendations that no funds be withheld from the institutions' base budgets, and that the performance measures and goals continue for at least another two years. The following elements from the original accountability initiative remain the same:

- **Four performance measures:** undergraduate student retention, graduation efficiency, graduation rate, and faculty productivity.
- **Goals for all performance measures** *except* faculty productivity.
- **HECB review and approval of accountability plans** that describe how institutions will make "measurable and specific" improvements toward the performance goals.
- **Annual HECB review of each institution's progress** toward the performance goals.

The Legislature directed the baccalaureate institutions to prepare new accountability plans by August 15, 1999. HECB staff met with the institutions in June 1999 to review draft guidelines for the new accountability plans. Staff made revisions to the guidelines based on the institutions' recommendations. The Board approved new guidelines in July 1999 for the institutions' 1999-2001 accountability plans.

In the previous biennium the HECB prescribed performance targets based on annual percentage increases that were the same for all institutions. In the new guidelines, the HECB gave responsibility for setting meaningful targets that would lead to "measurable and specific" improvement to the institutions. *The Board placed the challenge of identifying realistic and substantive targets squarely in the hands of the institutions.*

The HECB also asked the institutions to recalculate the baseline against which future performance would be compared. The new baseline was to be an average of fiscal years 1996, 1997, and 1998. This shift from a single baseline year to an average responded to institutional concerns that the single year was unusual and not representative of typical performance.

REVIEW OF PROPOSED ACCOUNTABILITY PLANS

Staff have reviewed the accountability plans and prepared summaries that clarify changes in approach, provide examples of strategies for improvement, and explain anomalies in the data e.g., targets for fiscal year 2001 that are lower than performances in 1997-98. Representatives from each institution will be prepared to provide further detail during a brief presentation to the Board that will address three questions:

1. What are the strengths of your accountability plan?
2. What clarification can you provide about targets that don't appear to reflect "measurable and specific" improvement?
3. What clarification can you provide about new measures in your plan?

RECOMMENDATIONS

The following recommendations are presented for Board action regarding the 1999-2001 accountability plans:

1. **Approval of the 1999-2001 accountability plans** for Central Washington University, Eastern Washington University, The Evergreen State College, Washington State University, and Western Washington University.
2. **Postpone approval of the accountability plan of the University of Washington**, pending further justification of performance goals that are lower than actual performance in 1997-98. Other institutions have explained their expectations for performance targets in terms of trends in student and institutional performance over time, while the UW has relied strictly on the statistical agreement for performance targets that was adopted in 1997. By relying on the two-year-old agreement, the UW proposes to set targets that do not reflect the experiences of the intervening years. Such an approach would result in targets that would not appear responsive to the Legislature's intent that institutions strive for "measurable and specific" improvements over time. The Board may wish to consider targets lower than past performance, as long as the targets are based on projections and trends of student performance rather than reliance on a statistical approach whose revision is supported by the HECB staff and the other baccalaureate institutions.

CENTRAL WASHINGTON UNIVERSITY

1999-2001 Accountability Measures Summary

Measure	Legislative Goal	1995-1998 Average	1997-98 Performance	1999-2000 Target	2000-2001 Target
GEI – Freshman	95	89.7	87.9	91.0	92.0
GEI – Transfer	90	84.5	83.2	85.0	85.5
Undergraduate Retention	90%	80.8%	80.3%	82.0%	82.5%
Five-year Graduation Rate	55%	39.8%	38.9%	40.5%	41.5%
Faculty Productivity		1.3%	32.9%	50.0%	100.0%
• Student Learning Outcomes					
• Faculty-student Mentoring		19.4%	26.3%	22.0%	24.0%
• Student Credit Hours per Faculty FTE		22.6		22.7	22.9
Institution-specific Measures		65.4%	79.5%	70.0%	75.0%
• Transfer Students with Declared Major		20.9%	21.6%	22.0%	22.5%
• Minority Graduation Rate		6.6%	6.8%	7.0%	7.5%
• Internship Participation					

Notes on Measures, Targets, and Strategies

Graduation Efficiency. CWU expects modest improvement on the Graduation Efficiency Index for both freshmen and transfers.

Example Strategies for Improving Graduation Efficiency:

- Intervene early in students' experiences at CWU to improve coordination of course scheduling, including "block" registration for groups of general education courses.
- Continue to require freshmen to attend University 100, a required freshman advising seminar.

Retention. CWU exceeded its retention performance target in 1997-98, and expects modest improvement in retention to continue.

Example Strategies for Improving Retention:

- Encourage faculty to develop "active learning" strategies, emphasizing explicit student-learning outcomes for courses.
- Continue institutional research and assessment to understand the reasons students leave CWU.
- Schedule supplemental instruction for courses that tend to be postponed or repeated.

Graduation Rates. CWU expects modest improvement on the five-year graduation rate.

Example of Strategies for Improving Graduation Rates:

- Continue to improve academic advising through a degree audit system.
- Develop a comprehensive, university-wide system for tracking students' academic progress.

Faculty Productivity. CWU uses three measures for faculty productivity. CWU exceeded its 1997-98 targets for the *percentage of academic programs publishing expected learning outcomes*, and for the *percentage of faculty involved in established programs that incorporate a faculty-student mentoring relationship*. Targets for the 1999-2001 biennium show continued growth in the learning outcomes measure.

However, the large improvement in the rate of faculty-student mentoring reported in 1997-1998 was due to an unusually large participation rate in one undergraduate research program. CWU does not expect to maintain participation in this program at the high level seen in 1997-1998. Therefore, targets for the 1999-2001 biennium are set on the basis of the three-year average for the rate of faculty-student mentoring. CWU proposes to substitute a measure of faculty instructional load for the *ratio of student credit hours to faculty FTE*. The new measure is similar to the old, and is the measure CWU uses as a tool in budgetary evaluations.

Example Strategies for Improving Faculty Productivity.

- Give strong support to the Undergraduate Symposium on Research and Creative Expression, which is expected to continue to expand and drive up rates of faculty mentoring.
- Continue to support academic programs in their work to identify expected learning outcomes.

Institution-specific Measures. CWU selected three measures that reflect institutional initiatives. CWU seeks to increase the *percentage of transfer students that have declared a major within three quarters*, on the theory that students with declared majors will make better progress toward completing degrees. CWU experienced an unexpectedly large increase in transfer students with declared majors in 1997-1998. The university is not sure this increase represents a stable trend and therefore has set its targets for the next biennium on the basis of the three-year average. *Minority student graduation rate* is expected to improve as CWU learns more about minority students' experiences on campus. The *percentage of students participating in cooperative education internships* should gradually increase as well, as more internship opportunities are located.

Example Strategies for Improving Institution-specific Measures:

- Broaden and strengthen articulation agreements with community colleges.
- Analyze assessment results to identify any special problems minority students face on the path to graduation.
- Pursue collaborative programs with the Boeing Corporation for students in Industrial and Engineering Technology and Purchasing Management; seek new school districts in which to establish student teaching internships.

EASTERN WASHINGTON UNIVERSITY

1999-2001 Accountability Measures Summary

Measure	Legislative Goal	1995-1998 Average	1997-98 Performance	2000-2001 Target
GEI – Freshman	95	88.1	87.7	88.3
GEI – Transfer	90	78.3	77.3	78.5
Undergraduate Retention Rate	90%	88.5%	89.3%	88.6%
Five-year Graduation Rate	55%	42.1%	47.9%	45.0%
Faculty Productivity		285.6	295.5	290.6
• SCH to Full-time Faculty Ratio				
• Use of Technology in Courses		1.4	3.0	10.0
Institution-Specific Measure		2421	2653	2500
• Student Internships/Service Learning Experiences				
• Freshman Academic Involvement Index		33.7		33.9

Notes on Measures, Targets and Strategies

Graduation Efficiency. Improvement on the Graduation Efficiency Index (GEI) depends in part on students' academic planning and success, and the efficient scheduling of courses. Students who enroll for credits beyond the minimum required for graduation affect the GEI. Twenty-five percent of EWU graduates are education majors who take credits beyond their minimum degree requirements to earn "endorsements" (sufficient credits in a given subject area to qualify to teach it) that will give them more flexibility when looking for a job. Although these student practices adversely affect the GEI, EWU believes it would not be in the students' best interests to discourage them.

Example Strategy for Improving GEI:

- Monitor the impact on GEI of improved funding for academic advising, both centrally and in the colleges; investment in an automated degree audit system; and implementation of a new course scheduling strategy to improve efficiency.

Undergraduate Retention. EWU was very close to the legislative goal of 90 percent retention in 1997-1998. EWU's freshman retention rate for 1997 freshmen was 88 percent, and ranked first among 69 Master's I⁷ institutions of all sizes in the 1998-99 Center for Institutional Data Exchange Retention and Graduation Rate Study.⁸ Because the retention rate is so high, EWU believes that a .1 percent increase in the retention rate over the next two years will be significant and difficult to attain.

⁷ Master's I institutions offer a full range of baccalaureate programs and are committed to graduate education through the master's degree. They award 40 or more master's degrees annually in three or more disciplines.

⁸ The Consortium for Student Retention Data Exchange (CSRDE), located at the University of Oklahoma's Center for Institutional Data Exchange and Analysis (C-IDEA), compiles data from 269 colleges and universities throughout the U.S. These data are intended to be used as a reference guide for benchmarking retention and graduation rates, and to provide comparative information for higher education decision making.

Example Strategy for Improving Retention:

- Implement a major student support initiative, including academic support for freshmen in general education courses and in basic skills such as math, English and computer literacy; and social support through student life services.

Five-year Graduation Rate. EWU's *six-year* graduation rate (49 percent) ranked 16th among 49 medium-sized Master's I institutions cited in the 1998-99 Center for Institutional Data Exchange Retention and Graduation Rate Study. EWU plans to increase its five-year graduation rate by 2.9 percent to 45 percent over the biennium.

Example Strategy for Improving Graduation Rate:

- Improve course-scheduling strategies to reduce the number of students who are not getting their first choice of classes they need.

Faculty Productivity. EWU measures faculty productivity in two ways. One way is to measure the *ratio of student credit hours to full-time faculty*. To attain its goal of 300 student credit hours per faculty, EWU is planning to increase faculty work load by five student credits hour per faculty over the biennium.

The second measure counts the *number of courses that are using compressed video and the world wide web for distance learning*. In this case, EWU is measuring faculty productivity by the quality of student learning through the use of technology in course and program delivery. EWU wants to increase the number of courses to 10 by 2001. EWU eliminated the "use of instructional resources" as a measure, which it used during the 1997-99 biennium, because the infrastructure changes needed to manage this aspect of instructional resource use have already been accomplished.

Example Strategy for Improving Faculty Productivity:

- Align faculty resources better with student needs through a major curricular management review.

Institution Specific Measures. Of the two measures EWU has identified, one (*number of students involved in internship/cooperative education and service learning experiences*) is carried over from the 1997-99 biennium and a second one (*freshmen academic involvement*) has been added.

The first measure reflects the institution's ongoing attempt to provide work-related experiences for students in order to improve their education and career success. The second measure, taken from the College Student Experience Questionnaire (CSEQ), is an index that assesses 11 freshmen behaviors and perceptions that are related to gains in academic skills.

These 11 factors include:

- environmental emphasis of scholarship
- worked harder because of instructor feedback
- completed assigned readings
- worked on a project requiring integration of ideas
- contributed to class discussion
- discussed academic program with faculty
- discussed career plans with faculty
- environmental emphasis of diversity
- revised a paper two or more times
- asked a librarian for help
- explained course material to someone else

Biennial increases in the CSEQ index are modest because strategies to improve opportunities for freshmen to engage in the activities measured are only beginning to be designed.

Example Strategy for Improving Institution-specific Measures:

- Establish a new Teaching and Learning Center to work with faculty to improve teaching and learning processes for faculty and students. It is hoped that the long-term results of this effort will improve the Freshmen Academic Involvement Index.

THE EVERGREEN STATE COLLEGE

1999-2001 Accountability Measures Summary

Measure	Legislative Goal	1995-1998 Average	1997-98 Performance	1999-2000 Target	2000-2001 Target
GEI – Freshman	95	92.4	92.2	92.5	93.0
GEI – Transfer	90	89.8	90.3	90.0	90.0
Undergraduate Retention	90%	74.6%	77.1%	78.0%	79.0%
• Freshman Retention		66.1%	71.1%	73.0%	74.0%
Five-year Graduation Rate	55%	46.9%	49.1%	45.0%	36.0%
Faculty Productivity		2.3	2.2	2.4	2.5
• Average freshman rating in “acquiring familiarity with computers”					
• “Average freshman rating of gain in quantitative thinking”		1.9	1.7	2.0	2.1
Institution-Specific Measure: Diversity		75.1%	77.9%	79.0%	80.0%
• Fall to Fall Retention of Students of Color on the Olympia campus		34.0%	42.3%	46.0%	50.0%
• Faculty Development Activities					
• Student Diversity Learning Outcome		3.2	3.3	3.3	3.4

Notes on Measures, Targets, and Strategies

Graduation Efficiency. Over the past 12 years, the Graduation Efficiency Index (GEI) has been relatively stable. Freshman GEI ranged 3.4 percent during that period; transfer GEI ranged 3.7 percent. The 1997-98 transfer GEI actually exceeded the legislative goal of 90 percent. The major source of inefficiency appears to be among students who decide to pursue a BS degree late in their academic careers.

Example Strategies for Improving GEI:

- Study inefficiencies associated with loss of credit and dropped courses.
- Provide more specialized transfer student advising sessions to better meet the needs of new transfer students.
- Review “Fifth Week Warning” procedures, which notifies students of a potential loss of credit for a given quarter.

Retention Rate. TESC will focus on improving freshman retention as a means of improving undergraduate retention overall, because retention is lowest for this group of TESC students.

Graduation Rate. Evergreen’s five-year graduation rate relies in part on its freshman retention rate: when fewer students return for their sophomore year, there are simply fewer available to graduate. By improving freshman retention, TESC expects to improve graduation rate as well. Graduation rates in the next two years are expected to decline because freshman retention was low for the classes that entered in 1994 and in 1995.

Example Strategies for Improving Retention and Graduation Rate:

- Review relevance to retention of unmet financial need among students receiving financial aid.
- Develop “area specific” academic advising opportunities for students through the faculty serving as “Planning Unit Coordinators” in the newly-configured curriculum structure.
- Establish an “Advising Outreach” pilot program to assess the usefulness of a more intrusive academic advising program.

Faculty Productivity. TESC uses the “Life-long Learning Index” from the College Student Experience Questionnaire (CSEQ) as its faculty productivity measure. This index is a composite measure of students’ estimated gains in learning in 11 areas. Three areas consistently receive lower ratings by TESC students: gains in quantitative thinking skills, understanding developments in science and technology, and familiarity with the use of computers.

TESC plans to work with freshmen to improve their quantitative skill development and familiarity with the use of computers. The targets represent a shift upward of 10 percent i.e., 10 percent more of the freshman will report greater gains in computer use and quantitative thinking. This focus on specific areas is a change from reporting the overall index.

Example Strategies for Improving Faculty Productivity:

- Assign the academic dean responsible for Core (freshman) programs to work with faculty teams teaching 1999-2000 core programs to design and implement teaching strategies directed at improving student learning in these two areas.
- Continue summer institutes for faculty on quantitative reasoning across the curriculum.

Institution-specific Measures Related to Diversity. TESC has chosen to focus all of its institution-specific measures on diversity. These measures look at three factors:

- 1) fall-to-fall retention of students of color;
- 2) proportion of faculty participating in development work designed to enhance their capacity to understand and work with diverse groups; and
- 3) students' reported gains in "understanding other people and the ability to get along with different kinds of people" (from the CSEQ).

TESC plans to focus on retention of students of color on the Olympia campus, where retention is lower than at the Tacoma campus. TESC has set a long-term goal of 50 percent for faculty participation in diversity-related development activities, a goal that it intends to meet this biennium. The college plans to "stay the course" and monitor student reports of gains in understanding diversity until it has enough data to understand how much movement is reasonable to expect in a year's time.

Example Strategies for Improving Institution-specific Measures:

- Continue student retention efforts focused specifically on students of color (e.g., dorm room visits, upper-class peer mentors, quarterly field trips to the Washington Center, etc.).
- Continue to provide a leadership role in the Provosts' Diversity Initiative through TESC's public service center, and the Washington Center for Improving the Quality of Undergraduate Education. The WA Center served as project director/convener for an inter-institutional initiative to improve the transfer of student of color to baccalaureate institutions from the state's community colleges.

UNIVERSITY OF WASHINGTON

1999-2001 Accountability Measures Summary

Measure	Legislative Goal	1995-1998 Baseline	1997-98 Performance	1999-2000 Target	2000-2001 Target
GEI – Freshman	95	89.3	89.4	90.7	91.5
GEI – Transfer	90	81.3	81.4	83.0	84.3
Undergraduate Retention	95%	87.1%	87.4%	88.9%	90.1%
Five-year Graduation Rate	65%	62.9%	63.9%	62.6%	63.0%
Faculty Productivity		84.6%	84.1%	85.8%	87.0%
• Percent enrollment demand satisfied		94.2%	93.7%	95.5%	95.9%
• Student satisfaction with amount learned					
• Research funding per faculty member		\$205,242	\$213,530	\$203,946	
• Student Credit Hours per Faculty FTE		201.7	202.8	205.2	206.6
Institution-specific Measures:		450	653	381	423
• # undergrads intensively involved in faculty research		3.9%	4.0%	4.1%	4.3%
• Individualized instruction		550	696	905	1,115
• Public service internships					
• % undergrads having a research experience with faculty		21.5%	22.4%	21.9%	22.5%

Notes on Measures, Targets, and Strategies

The accountability plan of the University of Washington is based upon the agreement worked out among institutions and the HECB following the 1997-99 legislation on accountability. The UW's performance targets for this biennium are taken directly from that agreement and have not changed. The result is that, in some cases, this will mean that the target is less than last year's actual performance, and in some cases, greater. Specifically, for graduation rate performance the UW has set a biennial target of 63 percent, which is lower than its performance in 1997-98. The UW believes that basing the target on the prior legislative targets is a good-faith effort to adhere to the 1997 accountability targets.

Graduation Efficiency. UW will focus on improving graduation efficiency for selected groups of students, particularly transfer students who intend to study science and engineering.

Example Strategies for Improving Graduation Efficiency:

- Implement the now fully-operational computerized Degree Audit Reporting System (DARS)⁹, so that students can more easily determine the courses they need to take for any given major. Continue to share advising positions with Shoreline and Bellevue community

⁹ DARS is a software package that several Washington institutions have installed to help students understand how their courses apply to degree requirements.

colleges, and step up outreach to students and faculty at other community colleges to smooth transfer.

Retention. UW will focus on improving retention of juniors, while maintaining the retention rate for freshmen, sophomores, and seniors.

Example Strategies for Improving Retention:

- Improve access to majors, targeting resources to expand high-demand opportunities for students.
- Allow for earlier entrance to majors, even as early as the freshman year.
- Increase advising at all levels, and target advising for students who are still unsure about their path of study by the end of the sophomore year.

Graduation Rates. UW continues its long-standing commitment to ensuring that students make timely and efficient progress toward their degrees. *UW has set a biennial target of 63 percent, which is lower than its performance in 1997-98 because the institution is adhering to the targets for 2001 that were established in 1997.*

Example of Strategies for Improving Graduation Rates:

- Continue the Course Access Initiative to decrease the number of students denied access to courses, particularly bottleneck courses in the natural science and high-demand courses in social sciences.
- Continue to monitor the effect of changes in the course drop policy implemented in winter 1998. The number of courses dropped after the second week of the quarter has declined from over 3,000 each term to 2,000 or fewer. The expected increase in hardship withdrawal petitions did not materialize.

Faculty Productivity. UW continues to seek ways to encourage faculty productivity while enhancing excellence, and has maintained its four measures of faculty productivity. The *efficiency* measure, slightly different from the 1997-99 biennium, compares course offerings with student demand. The *student satisfaction* measure monitors the percentage of faculty whose average course evaluation rating by students for “amount you learned in the course” is rated 3.0 (good) or above. The *funding for research* measure calculates the amount of competitive research funding per faculty member won through grants and contracts. The *faculty workload* measure provides a gauge as to whether faculty are offering “enough” courses of reasonable size.

All targets represent increases except for the research funding. This target is lower because the UW is adhering to the targets for 2001 that were established in 1997. In its 1997-99 plan, the UW did not set targets that extended beyond 1999 because “the ability to win grants in part depends on federal decisions regarding research funding.” In that plan, the UW noted that “new targets can be formulated in 1999 for the subsequent biennium.” The UW stated that it is “among the top three universities in the nation in grant and contract awards,” and would like that record to continue.

Example Strategies for Improving Faculty Productivity:

- Provide feedback to individual units about the effectiveness of their use of instructional resources.
- Provide additional support for the research infrastructure.
- Work with chairs to identify faculty who may need assistance in classroom teaching.

Institution-specific Measures. UW remains committed to furthering experiential education for undergraduates, and has maintained the four institution-specific measures it identified in the 1997-99 biennium.

All targets represent increases except for the *number of undergraduates intensively involved in faculty research*. This target is lower because the institution is adhering to the targets for 2001 that were established in 1997.

Example Strategies for Improving Institution-specific Measures:

- Increase opportunities for undergraduates to work intensively (10+ hours per week) with a faculty member in research, for which students are paid or given credit.
- Increase opportunities for upper-division students to do independent study with a faculty member on a research project.
- Increase opportunities within regular course instruction for students to play a part in research.
- Find more community agencies that are willing to work with students and faculty to provide service learning opportunities, joining academic course material with internship experiences.

WASHINGTON STATE UNIVERSITY**1999-2001 Accountability Measures Summary**

Measure	Legislative Goal	1995-1998 Average	1997-98 Performance	1999-2000 Target	2000-2001 Target
GEI – Freshman	95%	90.2%	90.5%	91.5%	92.2%
GEI – Transfer	90%	81.3%	81.8%	83.6%	84.9%
Undergraduate Retention	95%	84.6%	84.2%		
• Freshman Retention		83.9%	83.0%	84.7%	85.2%
Five-year Graduation Rate	65%	54.4%	53.2%	55.9%	56.7%
Faculty Productivity		198.1	198.9	207.7	213.3
• Student Credit Hours per Faculty Member		2.8	3.0	3.4	3.8
• Individualized Enrollments per Faculty Member		79.9%	80.5%	80.8%	81.6%
• Research and Scholarship					
Institution-specific Measures: Technology		21,680	24,935	26,677	28,226
• Student Credit Hours		4	6	9	9
• Degree Programs		60	137	200	225
• Re-engineered Courses		48%	60%	65%	70%
• Classrooms with Technology					

Notes on Measures, Targets and Strategies

Graduation Efficiency. WSU continues to express concerns about the GEI goal of 95% because “that target appears to give students, *on average*, a leeway of only two courses in completing their programs – a limitation that faculty and staff consider educationally unsound. Since the GEI is still a new measure, and there are no national comparisons available, WSU will continue to use the targets initially identified for the 1999-2001 years, and track its experience.

Example Strategies for Improving Graduation Efficiency:

- Continue to work with the other public baccalaureates to establish a new associate of science degree that will be part of the state articulation agreement. (Comparisons of GEI have identified problems statewide for transfer students in engineering and the sciences.)
- Use the newly-established Transfer Center to build closer relationships with the community colleges and implement new programs to assist transfer students both before and after they arrive at WSU.
- Connect electronic degree audit system to community colleges.

Retention. WSU proposes to use Freshman Retention Rate as its retention measure, and to set its targets based on a goal of reaching by 2004-05 a freshman retention rate of 87 percent, equivalent to the 75th percentile among its peers. WSU currently ranks 14th among a peer group¹⁰ of 20 institutions on first-year retention — the percent of students who enter the university one fall and return the following fall. Although WSU has not set a target for overall undergraduate retention, it will continue to report and strive to improve overall undergraduate retention as well.

Example Strategies for Improving Retention:

- Expand the Freshman Seminar, involving nearly one-third of the freshmen each year in small group research and technology-oriented classes.
- Continue Discovery Seminars, small group academic experiences for freshmen taught by senior faculty.
- Implement recommendations put forward by a university-wide committee on Undergraduate Excellence and reported in spring 1999.

Graduation Rate. The strongest predictor of both retention and graduation rates is the entering academic characteristics of the students. Still, statistics don’t tell the whole story. WSU ranks 20th among its peer institutions on the average SAT scores of its entering freshmen, but ranks 10th on five-year graduation rates. WSU has set its targets based on a goal of reaching by 2004-05 a 60-percent graduation rate, equivalent to the 75th percentile among its peers.

Example Strategies for Improving Graduation Rate:

- Continue to improve attendance of students and their parents at pre-freshman orientation sessions to help students consider their educational choices, register for appropriate classes, and begin to feel at home in the WSU community.

¹⁰ WSU’s state-designated peer group was identified in 1989, mainly on the basis of “land grant institutions with veterinary schools.” Where possible, WSU is establishing goals that are benchmarked against this peer group.

- Continue to improve implementation of the computerized Degree Audit System, so that students can more easily determine the courses they need to take for any given major.

Faculty Productivity. WSU has retained all of the faculty productivity measures it identified in the 1997-99 biennium, but has lowered the goal from 95 percent to 85 percent for the percent of faculty annually meeting their college's research and scholarship standard. Although WSU expects its entire faculty to be actively involved in research and other forms of scholarship appropriate to their fields, it made this change because it was concerned that a "purely quantitative measure of research productivity may not be conducive to improving the overall quality of the institution." WSU wants to encourage a wide variety of contributions from its faculty, based on their capabilities, interests, and institutional needs.

Example Strategies for Improving Faculty Productivity:

- Implement a new Honors College requirement for a faculty-guided senior thesis.
- Locate financial support for more undergraduates to get involved in research with faculty.

Institution-specific Measures: Technology. WSU has met or surpassed all of its targets for the use of technology in learning. The only change is to the title of the fourth measure: *From* "Percent of university classrooms fully equipped with technology" *to* "Percent of university classrooms *basically* equipped with technology." This change reflects the same level of connectivity and equipment, but recognizes that what was only a short time ago considered "full" is now only "basic."

Example Strategies for Improving Institution-specific Measures:

- Focus new funding on applications of technology, including both course production and faculty development.
- Participate in cost-modeling projects to identify and evaluate costs of technology-based learning.

WESTERN WASHINGTON UNIVERSITY

1999-2001 Accountability Measures Summary

Measure	Legislative Goal	1995-1998 Average	1997-98 Performance	1999-2000 Target	2000-2001 Target
GEI – Freshman	95%	86.6%	86.4%	86.7%	86.8%
GEI – Transfer	90%	80.0%	80.6%	80.2%	80.3%
GEI – Transfers Majoring in Sciences		71.1%		71.3%	71.5%
Undergraduate Retention	90%	86.3%	85.8%	86.5%	86.8%
• Freshman Retention		81.3%		82.5%	84.0%
Five-year Graduation Rate	55%	54.2%	54.7%	54.0%	54.0%
• Ethnic Minority Students		40.7%		41.0%	42.0%
Faculty Productivity		1.4	1.5	1.5	1.5
• Individualized instruction					
• Writing-intensive instruction		2.0	2.1	2.1	3.0
• Student Credit Hours per Faculty FTE			329.1		
Institution-specific Measures		14.1	22.5	24.0	25.0
• # hours scheduled in computer labs					
• % departments using advising model		0%	0%	25%	50%

Notes on Measures, Targets, and Strategies

Graduation Efficiency. WWU analyzed the Graduation Efficiency Index (GEI) for the past ten years and discovered that GEI was essentially constant throughout that period, despite policy and practice changes that would have been expected to affect it. Although WWU has optimistically identified modest increases in GEI, it expects GEI levels to remain stable or even decline. WWU has chosen to focus strategies for improving GEI on transfer students majoring in the sciences, the group of students that experience the lowest graduation efficiency.

Example Strategies for Improving Graduation Efficiency:

- Improve access to courses for new transfer students.
- Address problems in course sequences in the natural sciences to prevent bottlenecks.
- Increase efforts to improve coordination with community colleges, including enhanced joint advising, remote computer-based advising, and joint admission programs.

Retention. WWU proposes to focus on freshman retention because retention is lowest for this group of students. Although Western's overall retention is high, undergraduate retention, particularly among freshmen, has declined since 1996. By fall of 1999, WWU expects to have implemented several important strategies that should arrest the decline and begin to turn it around.

Example Strategies for Improving Retention:

- Introduce Freshman Interest Groups (FIGs) that are designed to ensure that all freshmen have access to smaller and more personal instructional settings.
- Increase opportunities for small group interaction by increasing the number of teaching assistants available for breakout discussion groups as part of the large General University Requirement (GUR) classes.
- Improve students' connection to support services already available and add to those services in two areas: academic advising for freshman and tutoring in mathematics.

Graduation Rates. WWU's five-year graduation rate for 1997-98 placed WWU at about the 87th percentile of its peers.¹¹ However, WWU expects graduation rate to decline slightly and stay stable for the next two years because freshman retention was lower among students who entered in 1995 and 1996. WWU will focus its strategies for improving graduation rates on ethnic minority students, whose five-year graduation rate as a group has been consistently lower than that for other groups.

Example of Strategies for Improving Graduation Rates:

- Fund and continue to operate the retention program piloted by Student Support Services, which includes intensive orientation, academic monitoring, mentoring programs, and building stronger links between Student Support Services and the Ethnic Student Center.
- Continue to refine and analyze data relating to characteristics, course selection patterns, and reasons for dropping out, including both incoming and continuing students of color.

Faculty Productivity. WWU will keep its measure to *increase the number of individual instructional activities per FTE student*. Although this form of faculty contact is very labor-intensive, research has shown that individual contact with faculty is one of the most productive means to better involve students in their education and improve their progress to degree.

WWU also will keep its measure to *increase the student credit hours per undergraduate FTE in courses designated as writing-intensive*. Western believes writing ability is the core of quality higher education, yet recognizes that writing is also highly demanding of faculty time and is threatened by increased pressure for efficiency. Keeping the measure keeps activity focused on writing. WSU will also report *student credit hours per FTE faculty*. It is dropping its measure to *increase the number of undergraduate degrees*, finding that it overlaps with graduation rate, and adds little of value to Western's accountability efforts.

Example Strategies for Improving Faculty Productivity.

- Increase individualized instruction and reward this service as part of faculty annual reports of valued activity (the Faculty Senate has agreed to support this goal).
- Implement a change in policy to require a second writing-through-the-curriculum course for Western native students, and revise the designation of courses designated as writing-intensive.

¹¹ WWU's state-designated peer group was identified in 1989, and includes 252 institutions, although data is not available from every one. Where possible, WWU is establishing goals that are benchmarked against this peer group.

Institution-specific Measures. WWU will maintain its measure to increase the *number of hours per FTE undergraduate scheduled in university or departmental computer labs*. Finding that it already had doubled its performance goal for 2005, WWU has set higher targets for the next two years. WWU is substituting a new measure to enhance academic advising that will monitor the *proportion of departments that implement a departmental advising model*. Only departments that implement all components of the WWU-designed model will be counted.

Example Strategies for Improving Institution-specific Measures:

- Support a half-time coordinator to work with all departments to encourage and support implementation of the new advising model.
- Continue to improve computer technology in classrooms and faculty offices, and enlarging support for faculty development in information technology.

RESOLUTION NO. 99-30

WHEREAS, In its 1999-2001 biennial budget the Legislature directed the public baccalaureate institutions to prepare accountability plans for the 1999-2001 biennium that would lead to "measurable and specific" improvements toward the performance goals; and

WHEREAS, The Higher Education Coordinating Board developed and approved Accountability Guidelines in July 1999 for the institutions' 1999-2001 Accountability Plans; and

WHEREAS, In the guidelines, the Higher Education Coordinating Board gave responsibility for setting meaningful targets to the institutions; and

WHEREAS, The institutions have presented their accountability plans to the Board

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approve the 1999-2001 Accountability Plans presented by Central Washington University, Eastern Washington University, The Evergreen State College, Washington State University, and Western Washington University;

BE IT FURTHER RESOLVED, That the Higher Education Coordinating Board postpone approval of the 1999-2001 Accountability Plan presented by the University of Washington pending further justification of the performance goals that are lower than actual performance in 1997-98.

Adopted:

September 15, 1999

Attest:

Bob Craves, Chair

David Shaw, Secretary

Information Technology Instruction Grants

September 1999

EXECUTIVE SUMMARY

BACKGROUND

Research has shown that thousands of high-skill, high-wage jobs in information technology fields are currently available in Washington State, but the public higher education system has the capacity to train just a small fraction of the number of new employees needed.

The 1999-2001 state budget (Senate Bill 5180) provides \$2 million to expand instruction in information technology fields, such as computer engineering and computer science at public colleges and universities. Specifically, SB 5180 directed the HECB to administer a competitive two-year grant program to expand or create information technology degree programs, certificate programs or courses at the public baccalaureate institutions.

The budget included \$1 million each year for grants to be used for faculty, staff or equipment in each fiscal year. No institution may receive more than \$1 million in state funds during the two-year period. Successful applications must include a match of non-state cash or other donations equivalent to the grant amount.

RECOMMENDATION SUMMARY

The HECB distributed a request for proposals June 30 to the public baccalaureate institutions. The original deadline for submission of proposals of August 2 was extended to August 9 at the Board's direction in July, to give the institutions more time to prepare their proposals. The HECB received eight proposals from five of the public baccalaureate institutions prior to the deadline. The requests totaled \$2.8 million. A review committee composed of information technology faculty from two out-of-state universities, representatives of the information technology business sector, a representative of Gov. Gary Locke, and several HECB staff evaluated the proposals and recommends that the Board approve the following actions:

1. Authorize grants for the following projects:

- University of Washington: \$1 million – Computer Engineering expansion
- Washington State University: \$280,000 – Computer Science expansion
- Washington State University: \$220,000 – Embedded Computer Systems Laboratory
- Western Washington University: \$274,518 – Center for Internet Studies

2. Extend to WWU conditional approval for the Center for Internet Studies grant, because it has not yet received the required donations of matching non-state funds. The Board's

conditional approval would direct the HECB staff to release the grant as the matching funds are received by WWU.

3. Conduct a second-round grant process. The total cost of the four projects recommended for approval is \$1.75 million. If these grants are approved, a total of \$225,000 would remain available for further grants. The review committee recommends the Board conduct a second grant process, during which each institution (except for the UW, which would have received the maximum \$1 million grant) could apply for all, or a portion, of the remaining funds. This would enable the unsuccessful institutions to re-apply after addressing issues raised during the grant review process. The review committee recommends a deadline of November 15 for these second-round applications, to enable the Board to award the remaining grant funds at its December 1999 meeting.

GRANT DEVELOPMENT AND REVIEW PROCESS

Based on HECB Resolution 99-27, adopted by the Board in July, a review committee was convened by the HECB staff to review the proposals. Committee members had two weeks to study the proposals, then conducted two meetings to further evaluate the proposals and develop funding recommendations to the Board. Participants in the review committee included five HECB staff members, a representative of Gov. Gary Locke, two out-of-state university professors with expertise in computer science and engineering, and two executives from information technology companies representing the Washington Software Alliance and the Washington chapter of the American Electronics Association. In addition, two other HECB staff members submitted written evaluations. An additional private-sector executive from the Washington Software Alliance evaluated the proposals, although he was unable to participate in the review committee meetings.

REVIEW COMMITTEE RECOMMENDATIONS

Of the eight proposals received, the review committee recommends the board authorize funding for four specific proposals, which are outlined below:

University of Washington -- \$1 million – Computer Engineering Expansion

The review committee recommends the Board authorize \$1 million in grant funds —\$500,000 each year of the biennium — to support the UW's grant proposal to double the size of the computer engineering undergraduate major program. The committee agreed that this proposal reflected significant planning, close cooperation with the private sector, and a sound strategy to support one of the most important segments of the state economy. The committee noted that the university's pledge to double the size of its computer engineering undergraduate major program will require significant institutional resources from within the university, in addition to the state grant and the matching private-sector donations of cash, equipment and software. Primary

sources of matching funds include the Microsoft Corporation; Visteon Automotive Systems, a unit of the Ford Motor Company; and the Intel Corporation.

According to the UW proposal, the primary outcome of the grant project will be to increase the number of students in the Computer Engineering undergraduate major program from approximately 100 to approximately 210, and the number of undergraduate majors in the Computer Science & Engineering Department from roughly 300 to roughly 410. The UW also expects related increases in enrollment in related graduate programs and in introductory course enrollment.

Washington State University – \$280,000 – Computer Science Expansion

The review committee recommends the Board approve \$280,000 for the expansion of the WSU Computer Science program. These funds would be matched by \$549,000 in donations of cash, equipment, and software from The Boeing Co., Microsoft, and Alias Wavefront. Total project funding would enable WSU to increase support for students who take the introductory programming course and to add or enlarge three laboratories. A new bachelor of arts program in computer science has begun this fall, and this project will help support a portion of the many new students who are expected to participate. The committee agreed that this additional capacity would directly address students' need for increased access to critical courses and instructional support, and the members were impressed with the significant level of private-sector support for this initiative.

Washington State University -- \$220,000 – Embedded Computer Systems Lab

The review committee recommends Board approval of WSU's request for \$220,000 to develop an embedded systems laboratory, and triple the number of students trained each year in this rapidly growing field. The committee noted that "embedded systems" is a relatively new – but very important – field of instruction, reflecting the fact that the majority of new computers actually function as medical instruments, traffic signals, microwave ovens, and many other devices. Instruction in this field is not widely available in Washington. Contributions for the lab valued at \$334,000 have been received from Microsoft, Boeing, Tektronix, and Coastline Micro.

Western Washington University -- \$274,518 – Center for Internet Studies

The review committee recommends the Board extend **conditional approval** for the release of \$274,518 in grant funds — \$122,075 in FY 2000 and \$152,443 in FY 2001 — to support WWU's proposal to create a Center for Internet Studies. This unique project will allow the university to expand and reorganize its current instructional offerings in all phases of Web development and other uses of the Internet. WWU projects that the development of the interdisciplinary Center for Internet Studies will enable it to increase the number of graduates with significant skills in all facets of Web development from the current 50 per year to more than

200 per year. By freeing resources in the Computer Science Department, the project also will support an increase of 10 computer science majors per year – an increase of roughly one-third.

Conditional approval is recommended for this grant because WWU has not yet met the requirement that it either receive or obtain written pledges for the matching donations. Under the terms of the conditional approval, grant funds would be set aside for WWU and released when the university demonstrated that it had obtained the necessary matching funds. If all of the matching funds were not obtained by November 15, the grant funds would revert to a pool, which would be available for a second-round grant process that is described elsewhere in this agenda item.

NEXT STEPS

Following the Board's action, interagency agreements will be executed between the HECB and the receiving institutions, spelling out the terms under which the grants are provided (including such details as assessment and reporting requirements, and the necessity for first-year progress reports). The HECB executive director and the chief financial officer of each institution will sign the agreements.

Grant funds will be distributed to the institutions as soon as these interagency agreements are signed. Because the Legislature budget funding for the information technology instruction grants in two annual installments, only the first-year funds will be available during the 1999-2000 academic year. Second-year funds for 2000-2001 will be released as soon as possible after July 1, 2000, upon the institutions' satisfactory completion of progress reports that describe their grant-related work during the first year of the biennium.

If the Board approves a second-round grant process to distribute the remainder of the 1999-2001 funding, the staff would revise its original request for proposals and set a deadline of November 15 for revised or new proposals. Recommendations would be made to enable the Board to take action at its December meeting, currently scheduled for December 3.

The HECB will present a preliminary report on this initiative to the Governor and legislative fiscal committees by January 1, 2001, and a final report by June 30, 2001, including plans by the institutions to continue the programs made possible by the one-time grants.

RESOLUTION NO. 99-31

WHEREAS, The Higher Education Coordinating Board has been directed by the Legislature and Governor, under the terms of Senate Bill 5180 as enacted on May 14, 1999, to administer an information technology instruction grant program during the 1999-2001 biennium; and

WHEREAS, The Board, via *Resolution 99-27*, adopted a process for review and approval of the 1999-2001 information technology instruction grant proposals; and

WHEREAS, The HECB staff and external experts in the field have evaluated the grant proposals in accordance with the adopted process and recommend funding the following information technology instruction projects:

1. University of Washington, A Proposal to Double the Size of the Computer Engineering Undergraduate Major Program, in the amount of \$1 million for the 1999-2001 biennium, with half of the total to be provided each year;
2. Washington State University, Increasing the Capacity of the Computer Science Program, in the amount of \$280,000 for the 1999-2001 biennium, with half of the total to be provided each year;
3. Washington State University, Embedded Computer Systems Laboratory, in the amount of \$220,000 for the 1999-2001 biennium, with half of the total to be provided each year; and
4. Western Washington University, Proposal for the Center for Internet Studies, in the amount of \$274,518 for the 1999-2001 biennium, with \$122,075 to be provided during FY 2000 and \$152,443 to be provided during FY 2001; and

WHEREAS, The University of Washington and Washington State University have secured the required matching contributions of non-state cash or donations equivalent to the grant amount; and

WHEREAS, Western Washington University has secured informal agreements for matching donations but has not received either the donations or written pledges that the donations will be received upon the approval of the State grant proposal; and

WHEREAS, the four grants described above account for \$1,774,518 of the \$2 million total funds available, leaving \$225,482 available for additional grants;

THEREFORE, BE IT RESOLVED, that the Higher Education Coordinating Board approves the grants to the University of Washington and Washington State University as outlined in Nos. 1, 2, and 3 above, effective September 15, 1999;

BE IT FURTHER RESOLVED, that the Higher Education Coordinating Board approves the grant to Western Washington University as outlined in No. 4 above, on the condition that the state funds be released only upon a demonstration by Western Washington University that it has received the required contributions of non-state cash or donations equivalent to the grant amount. The staff may release these funds in increments as the donations are received by the university. Any of these funds that are not released to WWU by November 15 will revert to a common pool for which the other public baccalaureate institutions may compete in a second-round grant process as outlined in the following paragraph; and

BE IT FURTHER RESOLVED, that the staff of the Higher Education Coordinating Board be directed to conduct a second competitive grant process during which all of the baccalaureate institutions except for the University of Washington may submit competitive proposals for any information technology instruction grant funding which remains uncommitted as of November 15, 1999; and

BE IF FURTHER RESOLVED, that as a result of a second competitive grant process for the residual Information Technology Grant funds, the staff of the HECB shall recommend to the Board the disposition of the remaining funds by December 3, 1999.

Adopted:

September 15, 1999

Attest:

Bob Craves, Chair

David Shaw, Secretary

The Fund for Innovation and Quality in Higher Education

September 1999

EXECUTIVE SUMMARY

BACKGROUND

The Washington Fund for Excellence in Higher Education was established in 1991 to encourage higher education institutions to develop innovative and collaborative solutions to statewide educational challenges. The Legislature subsequently gave the fund its current name and amended the authorizing legislation, but did not provide funding to carry out the program. In 1999, however, the Legislature funded the program, appropriating \$600,000 for grants to the state's public baccalaureate college and universities in the first year of the 1999-2001 biennium. The institutions are to use the grants to address a series of priorities that were outlined in House Bill 1013, which was enacted this year to again update the long-term priorities and biennial project objectives addressed in the statute.

The Higher Education Coordinating Board is directed to administer two-year grants to the public four-year institutions for projects that address one or more of the following desired outcomes for 1999-2001: increased participation by minority students and students with disabilities; improved K-12 teacher preparation models; reduced time to degree for students; contracts with public or private institutions or businesses for services or programs; activities to smooth the transfer of students from K-12 to higher education or from two-year to four-year colleges and universities; improved delivery of learner-centered and technology-assisted courses; and development of competency-based measurements of student achievement.

Grant Proposal Review Process

The Higher Education Coordinating Board issued a request for proposals to the public four-year college and universities on July 14, 1999, and made copies available to interested parties at the Board's meeting on July 15. Proposals were due by August 23, 1999. A total of 23 proposals were received from the six institutions. A total of \$2.2 million in grant funding was requested.

On September 3, a committee met to review the 23 proposals that were received from the public baccalaureates. The 11-member committee included five staff members from the HECB, representatives of two of Washington's public baccalaureate institutions, two staff members from the Western Interstate Cooperative for Higher Education, a representative from the State Board for Community and Technical Colleges, and a representative of the Office of the Superintendent of Public Instruction. Committee members did not vote on proposals that originated from institutions they represented.

Review Committee Recommendations

The review committee recommends that the Board authorize grant funding for seven proposals, outlined below in alphabetical order. The recommended projects represent a total of approximately \$593,000 in grant funds.

1. Asynchronous, Community-Based Education for Registered Nurse Students in Washington State -- Washington State University College of Nursing, Intercollegiate Center for Nursing Education -- \$109,499

Washington State University has provided registered nurses access to baccalaureate nursing education through the WHETS system at five sites throughout the state. Nonetheless, many registered nurses in Washington, especially in rural areas, are unable to avail themselves of these sites. This project proposes to make baccalaureate nursing instruction available at home or at work through the use of e-learning, including video streaming, web-based courses and other technologies.

2. Co-located and Co-designed Academic and Student Services for the Transferring Student -- Eastern Washington University -- \$88,121

Eastern Washington University, in collaboration with the Community Colleges of Spokane, proposes to co-locate a Transfer Student Center. The goal of the project is to fill a gap in admissions, advising, and registration that exists as students exit the two-year college system and enter a baccalaureate program. The center will help transferring students 1) develop an academic plan that satisfies the requirements of both institutions; 2) provide ongoing academic advising and individual assistance with admissions; and 3) learn about and gain access to financial aid and support services such as child care and transportation. This project should strengthen institutional collaboration, smooth the transfer of students, and boost minority retention.

3. Implementing A Critical Thinking Rubric For Assessment of Student Progress, For Diagnostic Use, and as a Teaching Tool -- Washington State University -- \$59,350

WSU will assess development of students' intellectual skills with a measure developed on the campus. This measure, a "rubric" that identifies starting and end points for different critical thinking skills, can be used by both faculty and students to understand students' critical thinking strengths and limitations. This feedback will help faculty design and revise assignments and teaching strategies to help students improve their critical thinking abilities.

4. Improving American Indian Student Reading Through Culturally Appropriate, Contextual Curriculum Units -- The Evergreen State College -- \$87,366

The Center for the Improvement of Education at The Evergreen State College proposes to collaborate in the development of three curricular units and test them in conjunction with K-3 teachers and students at seven predominantly Native American schools. The Center, along with the Office of the Superintendent of Public Instruction, the Office of Indian Education and experts in Native American education, will develop a CD-ROM containing the curricular units, accompanying texts and vocabulary lists, bibliographies, and other materials. The completed CD-ROM will be made available to all Washington State public and private elementary schools. Appropriate reading materials for Native American students are expected to boost reading performance and to improve their preparation for college.

5. Multimedia Arts Program -- Washington State University-Vancouver -- \$91,600

Washington State University-Vancouver, in conjunction with Clark Community College, Heritage High School and the Vancouver School for Arts and Academics, proposes to create a computer-based multimedia arts curriculum. The coordinated curriculum will begin at the high school level and continue through programs at Clark College and WSU-Vancouver. A media advisory council consisting of educators, professionals in the field and local employers will be formed to develop a set of skills appropriate to each educational level, after which a training program/curriculum will be developed at the high school, community college and baccalaureate levels.

6. Mutual Transcript Research Enterprise -- University of Washington -- \$57,166

The University of Washington and State Board for Community and Technical Colleges propose to share transcript and demographic information for research purposes. A common identifier supplied by a third-party matching process will identify students shared by the institutions. This will mask personal identifiers and preserve student confidentiality, yet permit the institutions to analyze student preparation and performance and demographic information, potentially improving the transfer articulation process. The project will serve as a model for other four-year institutions that wish to engage in collaboration and research to improve transfer articulation.

7. Program of Collaborative Science Resources for High School and College Students in Washington State -- Central Washington University -- \$99,897

Central Washington University proposes to share its scientific and academic advising resources with high schools and community colleges throughout Central and Eastern Washington. CWU will make its state-of-the-art scientific instrumentation (e.g. a nuclear magnetic resonance spectrometer) available so that students from remote sites can access scientific instruments and data – and even perform scientific experiments using CWU facilities. Organic chemistry curriculum will be made remotely available through web-based video streaming, and academic

science advising will be made accessible through the creation of a one-stop advising web site will for high school, community college, and baccalaureate students. Taken together, these innovations will provide learning and advising opportunities to a broad population of time- and place-bound students.

The recommendations of the Board are contained in Resolution 99-32, which is included in this section of the agenda. All of the institutions that submitted grant proposals will be notified of the committee's recommendations and the Board's funding decisions. The staff will indicate to each applicant the rationale for the decisions, and offer specific suggestions for the successful completion of each proposal that receives grant funding.

NEXT STEPS

Following the Board's decision, Fund for Innovation grants will be made available to grantees upon the execution of interagency agreements between the HECB and the receiving institutions. The agreements will spell out the terms under which the grants are provided, including assessment and reporting requirements, and they will be signed by the HECB executive director and the chief financial officer of each institution.

Fund for Innovation grants are available only during the 1999-2000 academic year, although projects supported with grant funds may extend beyond the length of the grant period. The portion of the projects supported by grant funds must be completed by June 30, 2001. Grant recipients will be required to provide interim progress reports by August 1, 2000, and final reports describing the extent to which the project achieved the intended outcomes must be submitted to the HECB by August 1, 2001.

The review committee urges that the Board seek approval to use the remaining Fund for Innovation resources (\$6,821, or 1.1 percent of the total) for on-site assessments of these projects and the statewide dissemination of their results.

The review committee also noted that the time between the announcement of the request for proposals and the deadline for submission of proposals was only five weeks. Concerns were expressed that the authorizing legislation and the RFP did not allow enough time for institutions to develop top-caliber proposals. Nonetheless, the committee received 23 proposals for nearly \$2.2 million of funding, and a number of these proposals received significant support from the review committee. Should the Fund for Innovation become a regularly appropriated program, the review committee agreed that it would be beneficial to permit institutions more time to craft their proposals, particularly recognizing that additional flexibility is required to develop truly innovative, collaborative projects.

RESOLUTION NO. 99-32

WHEREAS, The Higher Education Coordinating Board has been directed by the Legislature to administer The Fund for Innovation and Quality in Higher Education; and

WHEREAS, The Board, in compliance with Section Three of SHB 1013 and in accordance with HECB Resolution 99-27, did establish a process for review and approval of the 1999-2000 Fund for Innovation grant proposals; and

WHEREAS, The HECB staff and external experts have evaluated the grant proposals in accordance with the adopted process and recommend funding the following Fund for Innovation proposals:

1. "Asynchronous, Community-Based Education for Registered Nurse Students in Washington State," Washington State University College of Nursing, Intercollegiate Center for Nursing Education, \$109,499.
2. "Co-located and Co-designed Academic and Student Services for the Transferring Student," Eastern Washington University, \$88,121.
3. "Implementing A Critical Thinking Rubric For Assessment of Student Progress, For Diagnostic Use, and as a Teaching Tool," Washington State University, \$59,350.
4. "Improving American Indian Student Reading Through Culturally Appropriate, Contextual Curriculum Units," The Evergreen State College, \$87,366.
5. "Multimedia Arts Program," Washington State University, Vancouver, \$91,600.
6. "Mutual Transcript Research Enterprise," University of Washington, \$57,166.
7. "Program of Collaborative Science Resources for High School and College Students in Washington State," Central Washington University, \$99,897.

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves these grants to these recipients in the amounts specified above, and directs HECB staff to release the funding upon the execution of interagency agreements spelling out the terms of the grant process.

Adopted:

September 15, 1999

Attest:

Bob Craves, Chair

David Shaw, Secretary

Teacher Training Pilot Program Grants

September 1999

EXECUTIVE SUMMARY

BACKGROUND

House Bill 1729, enacted by the Governor and the 1999 Legislature, provided new incentive funding for public educational institutions to assist in developing coordinated, innovative teacher training programs involving high schools, community colleges, and four-year institutions. HB 1729 specifically directed the HECB to administer a competitive grant program to achieve these outcomes. Senate Bill 5180 included funding of \$300,000 for grants to public colleges and universities during the 1999-2001 biennium (\$150,000 each year) to support these teacher training pilot programs.

GRANT PROPOSAL REVIEW PROCESS

In July 1999, the HECB adopted *Resolution 99-27*, which outlined the process for the review and approval of the teacher training pilot program grant proposals. In accordance with that resolution, a request for proposals was distributed July 14, 1999, to the public two- and-four-year colleges and universities. The RFP was made available to all interested parties at the HECB meeting on July 15. In early August, the HECB staff extended the deadline for proposals by two weeks, from August 13 to August 27, in response to a request from members of the Washington Association of Independent Colleges and Universities, to allow for the development of proposals that included collaboration among public and private institutions.

Ten proposals were received prior to the deadline. A total of \$1.4 million in grant funding was requested for the biennium. On September 2, the proposals were evaluated by a review committee whose members included representatives of the HECB staff, the State Board of Education, the community and technical colleges and the baccalaureate institutions, and a retired elementary school teacher who has remained active in the education field.

REVIEW COMMITTEE RECOMMENDATIONS

Based on its evaluation of the 10 proposals, the review committee recommends that the Board authorize funding for two proposals, which are outlined below. Overall, the review committee was both impressed and concerned by the fact that the number and cost of the proposals far exceeded the available funding. The committee is recommending two proposals which represent contrasting approaches to developing pilot programs for aspiring teachers, and which include creative ideas for recruiting and retaining highly qualified students from the K-12 and community college systems for the teaching profession.

Western Washington University, Everett Community College, Skagit Valley Community College, Whatcom Community College, in collaboration with Bellingham, Blaine, Everett, and Sedro Woolley school districts -- \$149,966

This proposal is designed to produce a coordinated approach to training K-12 teachers by emphasizing collaboration among two- and four-year institutions and K-12 school districts in Northwest Washington. Among other activities, the project partners will:

- Compress and restructure the community college and baccalaureate level course curricula to improve the efficiency of teacher training and to help students graduate more quickly. Some existing courses may be modified or eliminated, and the consortium plans to develop on-line coordinated math and/or science courses at the community college level.
- Share skill and knowledge base standards and instructional experiences between community college and baccalaureate faculty to support an emphasis on the K-12 Essential Academic Learning Requirements, performance-based standards, and an improved understanding of student populations. One course will be designed specifically to relate to the state student learning goals and EALRs.
- Develop an inter-institutional preparation and support system to provide consistent academic advising to transfer students throughout their teacher education experience. The institutions will identify courses that transfer students typically lack and will clarify teacher training program requirements.
- Establish career planning, guidance, and service learning programs for students at the high school and community college levels that will target and cultivate those who show interest in the teaching profession. An Introduction to Education course will be designed for high school students, some of whom will be recruited as K-12 classroom observers as part of their service learning experiences.

University of Washington, Bothell, in collaboration with Cascadia Community College District and Northshore and Lake Washington school districts -- \$144,698

This proposal focuses on establishing a teacher training program that combines early identification of prospective teachers at the high schools, preparatory experiences at the community college, and culminating course work and field experiences at the university. To achieve this goal the University of Washington, Bothell and its partners will design and pilot a number of activities, including:

- A set of experiences and a college level course for high school students interested in teaching careers that enable students, high school teachers and community college and university instructors to link with one another, via the Internet.

- Community college level mentoring and service learning activities that will provide prospective teachers with an orientation to professional education. Students will use e-mail and listservs to link with mentor teachers, university instructors and teacher candidates. A web site will be created to provide these students access to educational resources and job opportunities.
- A mentor support system for pre-service teachers that starts at the beginning of their teacher preparation program and continues into their first year of teaching. Throughout their practicum and internship experiences students will employ a variety of technologies to communicate with their mentor teachers and university instructors.

The review committee recommendations to the HECB are embodied in *Resolution 99-33*, which is included in this section of the agenda.

NEXT STEPS

Following the HECB's approval action, interagency agreements will be executed between the HECB and the institutional grant recipients, outlining the terms under which the grants are provided and including such details as assessment and reporting requirements and the necessity for first-year progress reports. These agreements will be signed by the HECB Executive Director and the Chief Financial Officer at Western Washington University and the University of Washington-Bothell.

The first-year grant funds for the teacher education pilot programs will be made available as soon as possible after the interagency agreements are executed. Second-year grant funds will be made available as soon as possible after July 1, 2000, upon the institutions' satisfactory completion of first-year progress reports.

The HECB staff will contact all of the institutions that submitted proposals and explain the rationale for the review committee's recommendations and the HECB's decisions.

Beginning on December 31, 2001, the HECB will present annual written reports to the Education and Higher Education committees of the Legislature, the State Board of Education and the Office of the Superintendent of Public Instruction on the status of the teacher training pilot program. Each biennium thereafter, the HECB, in consultation with the State Board of Education, will establish specific guidelines for submitting grant proposals consistent with the overall goals of the program. The program is authorized to continue through December 2004.

RESOLUTION NO. 99-33

WHEREAS, The Higher Education Coordinating Board has been directed by the Legislature and Governor to administer a teacher training pilot grant program during the 1999-2001 biennium; and

WHEREAS, The Board, via *Resolution 99-27*, adopted a process for review and approval of the 1999-2001 teacher training pilot program grant proposals; and

WHEREAS, The HECB staff and external experts in the field have evaluated the grant proposals in accordance with the adopted process, and recommend funding the following teacher training pilot programs:

1. Western Washington University, Everett Community College, Skagit Valley Community College, Whatcom Community College Teacher Training Pilot Program in Collaboration with Bellingham, Blaine, Everett, and Sedro Woolley School Districts in the amount of \$149,966 for the 1999-2001 biennium.
2. University of Washington, Bothell Teacher Training Pilot Program in Collaboration with Cascadia Community College District and North Shore and Lake Washington School Districts in the amount of \$144,698 for the 1999-2001 biennium.

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the release of grant funding to the Western Washington University Teacher Training Pilot Program in the amount of \$149,966 for the 1999-2001 biennium, and to the University of Washington, Bothell Teacher Training Pilot Program in the amount of \$144,698 for the 1999-2001 biennium, effective September 15, 1999. Half of the total funding shall be made available each year of the biennium.

Adopted:

September 15, 1999

Attest:

Bob Craves, Chair

David Shaw, Secretary

Legislative Grant Update

September 1999

EXECUTIVE SUMMARY

Earlier this year, the Legislature and the Governor directed the Higher Education Coordinating Board to administer a number of new or expanded higher education programs. The following information summarizes the progress on three of those initiatives: high-demand enrollment allocations, child care grants, and the master's in teaching reimbursement program.

High-demand enrollments: The state operating budget directs the Board to allocate funds to support 500 full-time student enrollments in high-demand fields and programs at the state's public two- and four-year colleges and universities for the 2000-2001 academic year. The Legislature called for a competitive process through which the Board would contract for specific enrollments with the institutions that submit the successful proposals. On August 18, the HECB staff published a request for proposals to all of the eligible public institutions. *A copy of the RFP is included with this agenda item.* Proposals are due from the institutions by November 15. A review committee will evaluate the proposals and make recommendations to the Board, which is scheduled to allocate the enrollments at its December meeting.

Child care grants: The Legislature allocated \$75,000 for each year of the biennium for grants to help the public baccalaureate institutions address the need for high-quality, affordable child care for students and faculty. The policy provisions of the program are included in Senate Bill 5277. On July 29, the HECB staff published a request for proposals and established a deadline of October 15 for the institutions to submit their proposals. *A copy of the RFP is included with this agenda item.* A review committee will evaluate the proposals and make funding recommendations to the Board. Based on the time required for the review and evaluation, the Board will receive the recommendations in time to make the funding decisions at its October or December meetings.

Master's in teaching reimbursement: A HECB staff work group is working to develop administrative rules for a new reimbursement program to assist public K-12 classroom teachers who receive master's degrees during the 1999-2001 biennium. The staff has met with various interested groups and organizations and has begun to collect data in order to develop projections of the number of teachers who may qualify for the reimbursement. The staff had hoped to deliver draft administrative rules to the Board this month, but the program development process is taking longer than expected, and the draft rules will not be available until later this fall. Background information about this program was included in the Board's meeting packet in July and is available at the HECB web site, <http://www.hecb.wa.gov>.

HIGHER EDUCATION COORDINATING BOARD

Request For Proposals – August 18, 1999

Expansion of Enrollment Opportunities in High-demand Fields and Programs

BACKGROUND

The Higher Education Coordinating Board seeks proposals from Washington's public baccalaureate college and universities and community and technical colleges to increase student enrollment in high-demand fields and programs. This initiative is designed to respond to two related challenges. In many cases, college and university students are unable to take advantage of educational and career opportunities because enrollment access is limited in certain programs; simultaneously, many employers in the state's fastest growing economic sectors have experienced difficulty in hiring enough qualified graduates from Washington state institutions to fill high-skill job openings. To address these issues, in 1999 the Governor proposed and the Legislature approved funding to the HECB to conduct a competitive proposal process and contract with public higher education institutions to expand enrollments in high-demand programs.

LEGISLATION

Authorization: The 1999-2001 state operating budget (SB 5180) directed the HECB to design and implement a competitive bidding process to solicit proposals from public two- and four-year postsecondary education institutions to serve additional student enrollments in high-demand fields and programs. The Board is authorized to contract with the institutions for a total of 500 full-time equivalent undergraduate students during the 2000-2001 academic year.

Provisions:

- The HECB will contract with selected Washington public baccalaureate institutions and community and technical colleges for the 2000-2001 academic year to expand enrollments in high-demand fields and programs.
- \$4,650,000 for fiscal year 2001 is provided for competitive grants to Washington public baccalaureate institutions and community and technical colleges to support a total of 500 new FTE student enrollments in the 2000-2001 academic year.
- The HECB, with the cooperation of the participating institutions, will report to the Governor and Legislature on the impact of this initiative, particularly the degree of improved access to high-demand fields and programs for students and successful job placements for graduates.

REVIEW CRITERIA

In order to be considered for funding, all proposals must address the following minimum requirements:

- **Demonstration of demand among students and employers:** Successful bidders will demonstrate (1) that new undergraduate enrollments will be targeted to programs in which student demand for enrollment significantly exceeds available opportunities; and (2) that students who benefit from these increased enrollment opportunities very likely will be hired by employers in Washington state for high-skill jobs related to their instruction in these high-demand fields. The proposals must clearly identify demands by students for expanded instruction and by employers for increased numbers of qualified graduates.
- **Increased program capacity:** Proposed initiatives must either create new enrollment capacity or significantly enhance the existing capacity of programs whose graduates are highly sought for employment in Washington state. Institutions must describe why these proposals have not been addressed through the enrollment increases that are included in biennial state budget allocations.
- **Employer input:** Proposals must reflect the input and guidance of employers in fields related to the high-demand instructional programs.
- **Assessment and reporting:** Proposals must include strategies to assess and report program results, particularly the graduation or completion rates of students and the employment experience of former students after they leave the institution.
- **No supplanting:** Proposals must demonstrate that the requested new enrollments would complement and augment existing enrollment practices and patterns, but would not supplant existing enrollments that have been funded through other sources.

Competitive proposals *also may* address the following desirable attributes:

- Economies in the expansion of student enrollment opportunities;
- Delivery of instruction in ways that accelerate program completion for students;
- Opportunities for students to participate in internships or co-op work experience; and
- Partnerships among institutions.

ELIGIBLE APPLICANTS

Proposals will be accepted from any Washington public baccalaureate institution or public community or technical college. Institutions, either individually or in partnership, may submit multiple proposals.

FUNDING LEVELS

Proposals may be submitted for any number of FTE students up to 500 for the 2000-2001 academic year. Funding will be provided when it becomes available after July 1, 2000.

APPLICATION PROCESS

Applications should be clear and succinct, on no more than 15 letter-sized pages, and bound or stapled. Proposals must be dated and signed by the Chief Academic Officer and Chief Financial Officer of each participating institution.

Proposals must include the following:

- Statement of demand
- Program description
- Program goals and plan for assessment
- Proposed budget
- Attachments

Statement of Demand: Describe the demand among students and employers for the new enrollments to be provided and for the graduates who will complete new or expanded high-demand programs.

Program Description: Briefly describe how the new enrollments will respond to the demonstrated demand. Address the mandatory and, if applicable, optional review criteria. Indicate the number of students (headcount and FTE) to be served and the nature of the employer participation in the program development.

Program Goals and Plan for Assessment: Describe the intended goals of the program – i.e., graduation/completion rates and employment goals – and the methods that will be used to evaluate the success of the program in attaining these goals.

Proposed Budget: Describe how the institution intends to use grant funds to make significant progress toward the desired goals by June 30, 2001.

The following budget categories should be addressed:

- **Personnel** – Include salaries and benefits. Indicate the number and type of staff, and the staff FTE necessary for the project.
- **Contracts** – Include personal services contracts.
- **Travel**
- **Goods and services** – Include supplies and printing.
- **Equipment**
- **Indirect costs** – Include explanation.
- **Other** – Provide explanation of other costs.

Attachments: Attach verification of employer input, letters of support and data and other information related to the demand for the program.

SELECTION PROCESS AND AWARDS

The application and selection process is designed to enable the institutions to make all necessary preparations to add new student enrollments at the start of the 2000-2001 academic year.

Proposals must be submitted by **5 p.m., October 15, 1999**, to the Higher Education Coordinating Board, 917 Lakeridge Way, Olympia, Washington 98504-3430, to the attention of Bruce Botka.

A review committee will evaluate the competitive proposals. The committee will include representatives of the HECB staff and the Office of Financial Management, and specialists in statewide workforce and economic development issues. The review committee may solicit the participation of labor organizations and other public- or private-sector specialists in fields that are the focus of specific enrollment proposals. Representatives of the institutions may be asked to provide further information about their proposals and to address possible adjustments of proposed enrollment levels.

By **December 15, 1999**, the HECB will select the successful proposals, taking into account the evaluation and recommendations of the review committee.

INITIAL REPORTING REQUIREMENTS

A report on the new enrollment projects from each contracting institution will be due to the HECB by August 1, 2001. Grant recipients also will contribute information to the HECB in December 2000 for the agency's preliminary report to the Governor and the 2001 session of the Legislature.

ADDITIONAL INFORMATION

Please contact Bruce Botka at 360-753-7811 or by e-mail, bruceb@hecb.wa.gov.

HIGHER EDUCATION COORDINATING BOARD

Request for Proposals – July 29, 1999

Affordable Child Care for Students at Public Baccalaureate Institutions

BACKGROUND

The Higher Education Coordinating Board (HECB) is seeking proposals from Washington public baccalaureate institutions for initiatives to address the need for high quality, accessible, and affordable on-site child care for students and faculty.

LEGISLATION

Substitute Senate Bill 5277 authorizes the HECB to award, on a competitive basis, child care grants to public baccalaureate institutions to encourage programs to address the need for high quality, accessible, and affordable child care for students. Senate Bill 5180 includes a total of \$150,000 to implement the provisions of SB 5277.

Statutory Provisions:

- Child care grants will be awarded on a per-year basis, not exceeding two years. Subject to future appropriations, institutions may reapply to receive subsequent grant awards or a continuation of the grant awarded the prior two years.
- \$75,000 for fiscal year 2000 and \$75,000 for fiscal year 2001 has been appropriated for student child care matching grants at the state's public baccalaureate institutions.
- No single institution may receive more than half the funds appropriated for this program in any year.
- State funds received by an institution through this program must be matched on a dollar-for-dollar basis by the university or college administration and student government association (or its equivalent). The match may be in cash or in kind, but it must represent an additional commitment by the institution for the provision of childcare services.
- State funds may only be used to operate a campus childcare center, or to subsidize the cost of on-site child care for students and faculty.
- Grants may not be used for the construction or remodeling of facilities.

ELIGIBLE APPLICANTS

Proposals to address the need for high quality, accessible, and affordable child care for students and faculty at higher education institutions will be accepted from any Washington public baccalaureate institution.

FUNDING LEVELS

The maximum amount that any one institution may request is \$37,500 per year for two fiscal years. There is no specified minimum amount.

APPLICATION PROCESS

Applications should be clear and succinct, printed on no more than 12 letter-sized pages. Applications should be bound or stapled. Proposals must include a cover page signed by the college or university president, the president of the student government association, and the fiscal agent for the grant. The cover page must also include the name, title, and contact information of the grant administrator.

- **Required Elements:** Competitive proposals must address *all* of the following criteria:
- **Need Statement:** The proposal must clearly document the need for the services for which funding is requested, and note why the project has not previously been supported with local funding.
- **Program Description:** Briefly describe specifically how grant funds would be used to address the following desired outcomes:
 - Increase access to child care for students;
 - Provide affordable child care alternatives;
 - Address the demand for infant and toddler care; and/or create more cooperative preschool programs;
 - Create a model that can be replicated at other institutions;
 - Create a partnership between university or college administrations and student government (or its equivalent); and
 - Increase efficiency and innovation at the campus childcare center.
- **Administrative Plan:** Describe how the grant will be administered. Include information regarding:
 - Staffing;
 - Implementation plan;
 - Oversight;
 - Projected timetable; and
 - Internal reporting procedures.

- Program Budget: Describe how grant funds and matching resources will be used to achieve program outcomes by June 30, 2001, using the following budget categories:
 - Personnel – Include salaries and benefits. Indicate the number and type of staff, and the staff FTE necessary for the project.
 - Contracts – Include personal services contracts.
 - Travel
 - Goods and Services – Include supplies and printing.
 - Equipment
 - Other – Provide explanation of other costs.
- Evaluation: How will the effectiveness of the grant be evaluated?
- Verification of Non-state Matching Resources: Proposals must include verification that state funds received through this program will be matched in an equivalent amount by the university or college administration and student government association (or its equivalent).
- No Supplanting: Applicants must demonstrate that the proposed program would complement and augment access to child care for students, and would not supplant existing services or resources.
- Attachments: Attach letters of support, documentation of state licensure for childcare facility, and data related to the demand for the program.
- Optional Elements: Competitive proposals *may also* address the following elements:
 - The extent to which, and how, the institution utilizes other community resources for the provision of childcare for its students.
 - Plans to continue the program after the biennial budget period expires in mid-2001.
- Application Submittal and Deadline:
 - Applications for the child care grant program should be submitted to the Higher Education Coordinating Board, 917 Lakeridge Way, Olympia, Washington 98504-3430, Attention: Linda LaMar.
 - Proposals must be received by the HECB by 5:00 p.m., October 15, 1999.

SELECTION PROCESS AND GRANT AWARDS

Proposals will be evaluated for their responsiveness to the elements noted above, as well as for their overall strength. A review committee, including representatives of statewide childcare organizations, will evaluate and rank grant proposals and make recommendations to the HECB regarding awards. By November 12, 1999, the HECB will select grant recipients and establish award amounts, taking into account the evaluation and recommendations of the committee.

REPORTING REQUIREMENTS

Grant recipients will be required to provide periodic fiscal and program reports to the Higher Education Coordinating Board. A final evaluation from each grant recipient will be due to the HECB by May 1, 2001.

ADDITIONAL INFORMATION

For more information, please contact Linda LaMar at 360-753-7854 or by e-mail: lindal@hecb.wa.gov.

Washington Promise Scholarship Emergency Rules

September 1999

EXECUTIVE SUMMARY

BACKGROUND

In 1999 the Legislature and Governor Gary Locke created a new scholarship program for low- and middle-income students who achieve an excellent academic record throughout their high school careers. The program, contained in the 1999-01 budget, offers a two-year scholarship that may be used at any accredited institution in Washington State. As soon as the Governor signed the budget, staff of the Higher Education Coordinating Board (HECB), the Office of the Governor, and the Office of the Superintendent of Public Instruction (OSPI), immediately set about designing and implementing the program.

Application forms were distributed to each of Washington's 425 high schools in May. To date, the HECB has received more than 2,730 completed applications. About 7,000 students qualify as being in the top ten percent of their high school class. Due to delayed reporting by high schools, the final application deadline has been extended until September 15, 1999. Once the number of eligible students is determined, the HECB will establish the scholarship amount and disburse the funds in early October.

After public notice and testimony, it is anticipated that *final rules* will be presented to the Board for approval at the January Board meeting. However, the Board is requested to approve immediately emergency rules necessary to implement the program.

The following issues are defined in the emergency rules:

Student eligibility

- Graduates from a public or private high school located in the state of Washington; and
- Is in the top 10 percent of his or her 1999 graduating class; or
- Is in the top 15 percent of his or her 2000 graduating class; and
- Has a family income less than 135 percent of the state's median; and
- Enrolls at least half time in an eligible postsecondary institution in the state of Washington.

Eligible Postsecondary Institution

- A public institution authorized by the Washington Legislature and receiving operating support through the state general fund; or
- A postsecondary institution, whose campus or branch campus is physically located in the state of Washington, and is accredited by a nationally recognized accrediting body.
- The institution agrees to administer the program in accordance with the applicable rules and program guidelines.

Authorized use period (The period of time the eligible student has to complete using his or her scholarship.)

- The Board will determine the authorized use period for each class of graduating high school seniors.

Recipient selection

- The top 10 percent of the 1999 senior graduating class, and the top 15 percent of the 2000 senior graduating class shall be determined by:
 - (1) Each school district, and
 - (2) Verified by the HECB through a list compiled by the Office of the Superintendent of Public Instruction (OSPI).
- The Board will determine student eligibility based on completed applications submitted by the deadline.

Authorized award amounts

- The maximum annual authorized award shall not exceed the representative average annual tuition and fees for resident students attending the state's community and technical colleges, as determined by the Board.
- The actual authorized annual award for each recipient shall be the annual appropriation, determined by the Board to be available for grants, evenly divided among the eligible students.

Renewals and authorized use period

- The Promise Scholarship may be renewed for up to one year, subject to the availability of funding.
- For the classes of 1999 and 2000, the authorized use period is limited to two consecutive years following graduation. Receipt of the scholarship is dependent upon the availability of funding.

Appeals

- Appeals must be submitted to the HECB in writing before the application deadline.
- The Board may use its judgment to exempt individual students from a program rule or rules, based on substantial documented mitigating circumstances.

Program Administration

- The Higher Education Coordinating Board shall administer the program. The HECB shall be responsible for:
 - (1) Collection of student applications;
 - (2) Determination of student eligibility;
 - (3) Determination of the eligibility of post-secondary institutions within Washington;
 - (4) Adjudication of all appeals;
 - (5) Disbursement of awards; and
 - (6) Maintenance of records.

- The OSPI shall be responsible for:
 - (1) Determining the list of qualified high schools in the state of Washington;
 - (2) Providing guidance to high schools as to how the top 10 percent or 15 percent of each senior graduating class shall be determined;
 - (3) Specifying the number of students per high school that may be named as comprising the top 10 percent or top 15 percent of the graduating class;
 - (4) The collection and compilation of the list from each high school of the top 10 percent or top 15 percent of each graduating high school class; and
 - (5) The delivery of that list to the Board.

The Account

- The Washington Promise Scholarship account is established in the custody of the Office of the State Treasurer for the purpose of administering the Washington Promise Scholarship program.
- The annual allotment is to be deposited into the account for the purpose of making commitments to students for future scholarship payments, disbursements of the scholarship awards, and for the administrative expenses of the program, as limited by the Board's biennial budget provisos.
- All monies not claimed by students, the refund of tuition and fees, and contributions from non-state sources, are to be deposited into the account and used for future payments.

BOARD ACTION

The Board is requested to approve emergency rules for the Washington Promise Scholarship Program as presented in Resolution 99-36.

RESOLUTION NO. 99-36

WHEREAS, The 1999 Washington Legislature authorized the Washington Promise Scholarship Program; and

WHEREAS, The program offers scholarships to the top ten percent of the 1999 graduating high school class, and the top fifteen percent of the 2000 graduating high school class who meet certain income and enrollment criteria; and

WHEREAS, The Board is responsible for the administration of the program including all student eligibility decisions and the disbursement of awards; and

WHEREAS, The first class of eligible scholarship recipients are enrolling for the fall 1999 term and the first disbursements will be made in October 1999; and

WHEREAS, The Legislature authorized the Board to adopt rules for the program;

NOW THEREFORE BE IT RESOLVED, That the Board adopt as emergency rules Washington Administrative Code 250-80-010 through 250-80-100 as attached hereto; and

BE IT FURTHER RESOLVED, That staff begin the permanent rules making process with opportunity for public comment and an anticipated adoption date no later than January 31, 2000.

Adopted:

September 15, 1999

Attest:

Bob Craves, Chair

David Shaw, Secretary

1997-98 Higher Education Cost Study

September 1999

BACKGROUND

The Higher Education Coordinating Board (HECB) is required by statute (RCW28B.15.070) to determine amounts constituting “undergraduate and graduate educational costs” for the state’s universities and colleges. Every four years, state higher education institutions, in cooperation with the HECB, conduct an educational cost study.

The 1997-98 Education Cost Study provides detailed instructional cost information by level and discipline area for each institution. Information from the cost study has a variety of purposes including determining the funding for new enrollments, calculation of instructional support costs for institutions for each academic year, costing of new degree programs as well as other analysis used by Office of Financial Management, legislative staff, and other interested parties.

Outcomes

Results of the 1997-98 Education Cost Study suggest that four-year institutions are placing a greater emphasis on undergraduate education. This is indicated by the shifting of the proportion of costs from graduate to undergraduate levels. It is also evidenced by reported decreased student/faculty ratios for undergraduates at the majority of institutions.

The overall increase in average cost per student appears to be reasonable for the four-year period from 1994 to 1998. Average per student costs increased by 13.8 and 15.7 percent respectively in the research comprehensive sectors. In the community and technical colleges average per student costs rose by 13.2 percent. The same period experienced an 8.2 percent increase in inflation. Enrollment for the period increased by 5 percent for the four-year institutions, with major enrollment contributions occurring at the developing branch campuses. Community College enrollments increased by 25 percent, chiefly in pre-college courses and vocational technical.

Instructional Costs as Determined by the Education Cost Study

Total instructional costs are comprised of both direct and indirect costs relating to state supported instructional programs. Direct costs include faculty salaries and benefits, support personnel, and other costs directly attributable to a program. Indirect costs include costs such as administration, student services, facilities, and other costs not directly attributable to a specific program, but which are an integral part of total program costs.

The primary ratios resulting from the study depict the relationships between undergraduate costs per FTE to institutional average costs per FTE, and graduate costs per FTE to undergraduate costs per FTE.

Table 1 delineates total instructional costs per average annual full-time equivalent student (AAFTE) for each institution, and weighted averages for each sector. Also included are the related ratios that are applied to enrollments and funding levels for the current biennium for the determination of the cost of instruction.

Table 1: TOTAL INSTRUCTIONAL COST PER AAFTE STUDENT AND RATIOS

<u>Research Institutions:</u>	<u>Undergraduate</u>	<u>Graduate</u>	<u>Average All</u>
University of Washington	\$7,015	\$17,100	\$9,179
Washington State University	\$7,511	\$15,041	\$8,643
Sector Average Costs:	\$7,206	\$16,507	\$8,983

Research Institutions Ratios:

Ratio of Undergraduate Costs per FTE to Total Average Costs per FTE	80.21%
Ratio of Graduate Costs per FTE to Undergraduate Costs per FTE	229.07%

<u>Comprehensive Institutions:</u>	<u>Undergraduate</u>	<u>Graduate</u>	<u>Average All</u>
Central Washington University	\$6,897	\$8,659	\$6,978
Eastern Washington University	\$7,245	\$9,043	\$7,448
The Evergreen State College	\$7,680	\$11,222	\$7,955
Western Washington University	\$6,406	\$9,437	\$6,529
Sector Average Costs:	\$6,895	\$9,410	\$7,056

Comprehensive Institutions Ratios:

Ratio of Undergraduate Costs per FTE to Total Average Costs per FTE	97.72%
Ratio of Graduate Costs per FTE to Undergraduate Costs per FTE	136.48%

<u>Community Colleges:</u>	<u>Lower Division</u>
Average Cost per FTE:	\$4,425

In 1994, a similar cost study was conducted using 1993-94 expenditure data. Table 2 displays the 1993-94 ratios and compares these ratios with those derived from the 1997-98 cost study. Shifts in any of these ratios could indicate a reallocation of resources to or from undergraduate programs, to or from graduate programs, or shifts of enrollment mix between these levels.

The 1997-98 cost study indicates a shift of the proportion of costs from graduate level instruction at the research universities. This is consistent with a reduction in the ratio of graduate to undergraduate costs that was reported in the 1990 cost study as well. At the comprehensive institutions, there also continues to be a decline in this ratio. The increased allocation of resources to the undergraduate level suggests that most four-year institutions are placing a greater emphasis on undergraduate education.

Table 2a. depicts a comparison of data from the 1998 and 1994 cost studies by institution, and level, as well as displaying costs for both levels combined in an “average all” column. The overall percentage increase in average cost compares to an increase in inflation (Implicit Price Deflator, IPD) for the same period of 8.2%.

The changes in per AAFTE student average costs may have occurred for various reasons based on each campus' unique set of circumstances during this four-year period in addition to the overall effect of inflation. For instance, the research universities branch campuses were developing and new programs have experienced higher than average start-up costs. The increase in student mix of more costly upper division enrollment from the growth of branch campuses would also drive up average cost per student.

Table 2: COMPARISON WITH 1993-94 ECS RATIOS

	1993-94	1997-98	Change from 1994
<u>Research Institutions Ratios:</u>	<u>Ratios</u>	<u>Ratios</u>	
Ratio of Undergraduate Costs per FTE to Total Average Costs per FTE	77.14%	80.21%	+3.07%
Ratio of Graduate Costs per FTE to Undergraduate Costs per FTE	254.64%	229.07%	-25.57%
<u>Comprehensive Institutions Ratios:</u>			
Ratio of Undergraduate Costs per FTE to Total Average Costs per FTE	97.09%	97.94%	+.85%
Ratio of Graduate Costs per FTE to Undergraduate Costs per FTE	152.78%	133.76%	-19.02%

Note: For comparison purposes, comprehensive institution ratios do not include The Evergreen State College (TESC). TESC has not been traditionally included in the sector calculations.

Spokane-area Higher Education Services Study: Washington State University Final Program Plan

September 1999

EXECUTIVE SUMMARY

BACKGROUND

Substitute Senate Bill 6655 directs the Higher Education Coordinating Board (HECB), Eastern Washington University (EWU), and Washington State University (WSU) to examine fully how the state can best use its public investment in higher education in eastern Washington and the Spokane area, and continue to provide the highest quality higher education services for students. In December 1998, the HECB granted conditional approval for *WSU's Mission and Operating Plan* pending the June 1, 1999, completion of several activities. In May, at the request of WSU, the Board extended the deadline for that work to July 1, 1999 (HECB Resolution No. 99-18). The work to be completed by July 1 included the following:

1. A Riverpoint-specific mission statement that reflects WSU's aspirations to become a destination campus for various areas of study;
2. Program-delivery plans that include predominately on-site instruction;
3. Re-evaluation of the proposed Executive Development Center;
4. Continued development of the Health Sciences Consortium's organization and operating guidelines for implementation of core services and multi-institutional programs of study;
5. A market analysis/education needs assessment, to determine how WSU Spokane can help meet the demand for higher education statewide; and
6. A final facilities management plan for the Riverpoint campus.

WSU has satisfactorily completed the tasks cited above as reflected in the *WSU Planning for Higher Education in Spokane Addendum* dated July 31, 1999. Collaboratively, EWU, Gonzaga University, Whitworth College, and the Community Colleges of Spokane have reviewed the *Addendum* and support the mission statement and operating plan.

OVERVIEW

WSU Spokane Mission Statement: The WSU Spokane mission statement meets HECB criteria and legislative intent. It emphasizes the following aspects of WSU's role in Spokane: (1) to lead in the development of a Spokane higher education magnet center; (2) to focus on offering undergraduate and graduate programs in health sciences, engineering and technology, and design fields; and (3) to consider providing doctoral programs in Spokane, as approved on a case-by-case basis by the HECB.

Program Delivery: Between fall 1999 and 2003, WSU Spokane proposes to initiate 20 new degree programs. Several of these programs will be offered in partnership with other colleges and universities in the Spokane area. To date, two of these programs (BS in Computer Engineering and BS in Agriculture) have already been approved by the HECB. In accordance

with the *HECB Guidelines for Program Planning, Approval, and Review*, WSU will prepare full proposals to be considered by the HECB for the remaining 18 new degree programs.

Executive Development Center: WSU Spokane will not proceed with its proposed Executive Development Center.

Health Sciences Consortium: Work continues, on an informal basis, for the Health Sciences Consortium (HSC). Since the Legislature did not fund the HSC or the health-related programs proposed for WSU Spokane during the 1999 session, further development of the plans outlined in the October 1998 WSU Spokane Plan will be delayed.

Market Research: WSU commissioned the MGT market research, including a review of previous studies on higher education in Spokane and extensive surveys, meetings, and focus groups. Here are the major MGT recommendations:

1. **Riverpoint should develop as a magnet higher education center** that is highly visible, collaborative, reputable, and attractive.
2. **WSU should provide research at Riverpoint** commensurate with its research university role, and offer practice-oriented doctoral degrees.
3. **Coordinated tuition and fees and student financial aid administration** is a necessity in a magnet center offering programs from different institutions. .

Management Plan for Riverpoint: The July 1, 1999 facilities management plan for Riverpoint Higher Education Park in Spokane provides for the logical management and development of a new urban “magnet” instructional campus that will draw students from areas outside Spokane. A key and thoughtful component of the plan is the commitment to prepare a new *comprehensive* master plan for the campus by the fall of 2000. WSU notes that this plan will look “beyond architectural considerations to the academic needs assessment studies developed by WSU and its partners.”

WSU’s current ten-year capital plan centers on the management and use of the existing Academic 1 and Support Services Buildings and the development of the new Health Sciences and Academic Center facilities. The facilities plan is consistent with earlier HECB budget recommendations and will clearly serve the goals of multiple institutions.

Specifically, the report concludes that “new construction (at Riverpoint) should be reserved for facilities that can be demonstrated to benefit university instruction, research, and public service.” This position is consistent with the HECB’s earliest policy (Resolution 89-05) concerning the acquisition and development of the Riverpoint campus.

RECOMMENDATION

Approval is recommended for Washington State University’s final *Planning for Higher Education in Spokane and Addendum*, submitted October 15, 1998 and July 31, 1999, and final *Facilities Management Plan*, submitted July 1, 1999.

For a copy of the plan, please contact 360-753-7830

RESOLUTION NO. 99-34

WHEREAS, In 1998, the Legislature directed the Higher Education Coordinating Board (HECB), Eastern Washington University (EWU), and Washington State University (WSU) to examine fully how the state can best use its public investment in higher education in eastern Washington and the Spokane area, and continue to provide the highest quality education for students; and

WHEREAS, In December 1998, the HECB granted conditional approval for *WSU's Planning for Higher Education in Spokane*, pending the July 1, 1999, completion of:

1. A Riverpoint-specific mission statement that emphasizes the provision of graduate and research program delivery plans that include predominately on-site instruction;
2. Re-evaluation of the proposed Executive Development Center;
3. Continued development of the Health Sciences Consortium's organization and operating guidelines for implementation of core services and multi-institutional programs of study;
4. A market analysis/education needs assessment to determine how WSU Spokane can help meet the demand for higher education statewide, as well as in the immediate Spokane area; and
5. A final facilities management plan for the Riverpoint campus that incorporates findings from the additional assessment (described above) and final information about EWU Spokane programs; and

WHEREAS, There has been collaboration among WSU, EWU, Gonzaga University, Whitworth College, and the Community Colleges of Spokane in reviewing the *WSU Planning for Higher Education in Spokane Addendum* dated July 31, 1999; and

WHEREAS, The Higher Education Coordinating Board has found that WSU has satisfactorily completed the tasks cited above;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board hereby approves Washington State University's final *Planning for Higher Education in Spokane and Addendum*, submitted October 15, 1998 and July 31, 1999, and final *Facilities Management Plan*, submitted July 1, 1999; and

BE IT FURTHER RESOLVED, That the Higher Education Coordinating Board commends and expresses its sincere appreciation to the WSU higher education community. Developing a mission statement and program and facilities planning are critical and challenging assignments. WSU has taken positive steps to refocus higher education services in the Spokane area.

Adopted:

September 15, 1999

Attest:

Bob Craves, Chair

David Shaw, Secretary

Running Start Program Rule Amendments

September 1999

EXECUTIVE SUMMARY

BACKGROUND

RCW 28A.600.390 requires the Office of the Superintendent of Public Instruction (OSPI), the State Board for Community and Technical Colleges (SBCTC), and the HECB to “jointly develop and adopt rules governing the Running Start program.”

Currently, state basic education funds are used to compensate colleges for the cost of educating Running Start high school students. The state reimburses colleges about \$79 per credit for academic programs, and \$94 per credit for vocational programs. School districts retain 7 percent of their basic per-student funding for administrative overhead and student counseling.

PROPOSED RULE AMENDMENT

The proposed amendments are administrative and do not affect the nature or intent of the Running Start program. The purpose of the proposed amendments is to establish clearly that students may not be charged tuition for the 16th, 17th, and 18th credit hours of enrollment. The changes define the maximum tuition-free entitlement of eligible students as 18 credit hours per quarter or semester, or the current 30 hours per week in the case of those enrolled in technical colleges. Students who choose to enroll in excess of 18 credit hours (or 30 hours per week) will be charged tuition for the excess hours in accordance with RCW 28B.15.100(3).

As mandated by RCW 28A.600.390, the HECB and the SBCTC filed the proposed changes by referencing amended sections WAC 392-169-025; 392-169-030; 392-169-055; 392-169-057; and 392-169-060 filed by the Office of the Superintendent of Public Instruction. A public hearing was held at the HECB conference room on August 27, 1999, at which no testimony was heard or written comments received.

BOARD ACTION

Staff recommends that the Board formally adopt the proposed permanent rules referenced under new section WAC 250-79-030, which make the following clarifications:

- *Running Start students may not be charged tuition until a student's enrollment exceeds 18 credit hours for a quarter or semester, and*
- *The 15-hour definition of “full-time equivalent enrollment” only applies to the allocation of state funding, as distinguished from the definition of a student's 18 credit-hour tuition free entitlement.*

Upon Board approval, permanent rules adopting these amendments will be filed with the Code Reviser's office.

RESOLUTION NO. 99-35

WHEREAS, Section 600.390 of Title 28 A of the Revised Code of Washington authorizes the Higher Education Coordinating Board (HECB) to adopt rules governing the Running Start program jointly with the State Board for Community and Technical Colleges (SBCTC), and the Office of the Superintendent of Public Instruction (OSPI); and

WHEREAS, The Higher Education Coordinating Board and the State Board for Community and Technical Colleges have filed with the Code Reviser's office proposed amendments to the rules by referencing amended sections filed by the Office of the Superintendent of Public Instruction; and

WHEREAS, The proposed amendments to the Running Start program make the following clarifications:

- Running Start students may not be charged tuition until a student's enrollment exceeds 18 credit hours for a quarter or semester, and
- The 15-hour definition of "full-time equivalent enrollment" only applies to the allocation of state funding, as distinguished from the definition of a student's 18 credit-hour tuition free entitlement; and

WHEREAS, These proposed amendments to the rules do not change the nature or intent of the Running Start program, but are simply administrative in nature and permit students to participate fully at the same rate as all college and university students; and

WHEREAS, The Higher Education Coordinating Board conducted a public hearing on the proposed amendments on August 27, 1999, at which no written or verbal testimony were received; and

WHEREAS, Copies of chapter 392-169 WAC which sets forth policies and procedures governing the Running Start program are available in the offices of the HECB, the SBCTC, and the OSPI located in Olympia, Washington; and

WHEREAS, The Higher Education Coordinating Board supports the continued implementation of the Running Start program;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the permanent rule revisions to the Running Start program identified below.

NEW SECTION

WAC 250-79-030 Adoption by reference. *Adopting Running Start rule revisions by reference to amended sections WAC 392-169-025; 392-169-030; 392-169-055; 392-169-057; and 392-169-060, filed by the Office of the Superintendent of Public Instruction by WSR 99-13-124, filed 6/16/99.*

Adopted:

September 15, 1999

Attest:

Bob Craves, Chair

David Shaw, Secretary

Central Washington University Proposal to Offer a Bachelor of Arts in Elementary Education/Teaching English as a Second Language at the CWU Wenatchee Center

September 1999

EXECUTIVE SUMMARY

Central Washington University proposes to offer a **Bachelor of Arts in Elementary Education/Teaching English as a Second Language at the CWU Wenatchee Center**. The program is currently offered at CWU's main campus in Ellensburg. Graduates of the program earn a BA degree, an elementary initial teaching certificate, and an endorsement in English as a Second Language. The Higher Education Coordinating Board is responsible for approving the BA degree program while the State Board of Education is responsible for approving the preparation components for the teaching credential.

The program prepares individuals to be classroom teachers in an environment that must serve an increasing number of students who learn English as a new language. To date, **30 students** have enrolled in pilot courses at the CWU Wenatchee Center. They are attracted to the program because it is **affordable** and **easily accessible**.

The **diversity plan** reflects CWU's commitment to serve persons of color. There are increasing **Latino/Hispanic populations** in the Wenatchee area. The **assessment plan** includes extensive evaluations of student learning outcomes and program vitality. It also reflects the standards for teacher preparation programs established by the National Council for Accreditation of Teacher Education and the State Board of Education.

The BA in Elementary Education/Teaching English as a Second Language will be funded through **internal reallocation**. It will be delivered by **on-site faculty** and **e-learning technologies**. The cost of the program should be about **\$1,830 per FTE student**.

RECOMMENDATION

The Central Washington University proposal to offer a Bachelor of Arts in Elementary Education/Teaching English as a Second Language at the CWU Wenatchee Center is recommended for approval, effective fall 1999.

Central Washington University Proposal to Offer a Bachelor of Arts in Elementary Education/Teaching English as a Second Language at the CWU Wenatchee Center

September 1999

BACKGROUND

Central Washington University is proposing to offer a Bachelor of Arts in Elementary Education/Teaching English as a Second Language at the CWU Wenatchee Center. Upon successful completion of the program teacher candidates are eligible for a Bachelor of Arts degree, an elementary (K-8) initial teaching credential, and an endorsement in English as a Second Language (TESL). The Higher Education Coordinating Board is responsible for approving the BA degree program while the State Board for Education is responsible for approving the preparation components for the teaching credential.

NEED FOR PROGRAM

Definition of Program

The elementary education/TESL program prepares individuals to be self-contained classroom teachers in an environment that must accommodate an increasing number of students who learn English as a new language. The program also prepares specialists in TESL services.

Relationship to Role and Mission

The proposed BA in Elementary Education/TESL at the CWU Wenatchee Center supports the CWU College of Education service role and mission. Specifically, the College's mission is . . . *"ensuring outstanding educational leaders and facilitators of learning within a diverse school population."*

Relationship to Program Plan

The HECB pre-approved this program in April 1998.

Alternative Programs

No public or private institution offers an undergraduate program in elementary education/TESL in the Wenatchee area. Currently, CWU offers two programs at the CWU Wenatchee Center – a graduate-level teacher certification program and an undergraduate-level teacher certification program in special education.

Student Interest and K-12 Benefits

Student interest in the program is keen. CWU has offered a few courses on a pilot basis and 30 students have enrolled. They would like to earn their degrees in elementary education/TESL. The program is attractive to these students because it is affordable and easily accessible.

It is apparent that there is a growing need for well-prepared TESL elementary teachers in the Wenatchee area. Needs assessments coordinated through the North Central Educational Service District indicate a continuing need for elementary teachers with English as a second language training. They are needed to meet the educational needs of increasing Latino/Hispanic populations along the Columbia River corridor. Lastly, it is important to note that the higher education student population in North Central Washington is often placebound and under-served.

PROGRAM DESCRIPTION

Curriculum

Appendix A presents the course of study for the BA in Elementary Education/TESL degree program. It will be the same as that offered on the CWU Ellensburg campus. Courses will be delivered by on-site faculty and e-learning technologies.

Student Learning Outcomes

Appendix B includes the expected student learning outcomes for the program. They are consistent with the Washington State standards for teacher preparation programs developed by the Washington State Board of Education and the professional accreditation standards developed by the National Council for Accreditation of Teacher Education.

Projected Enrollment

It is expected that 30 students will be admitted to the cohort program. Each cohort will progress through the program together, taking courses and participating in an all-year internship.

Expected Time-to-Degree Completion

Full-time students would be able to complete the program in 7 consecutive academic quarters, a little less than two years.

Diversity Plan

This program is specifically committed to the recruitment and retention of persons of color. A major impetus for offering this program is that it would be located in a location that is culturally diverse. It would serve school district and community needs to have highly qualified elementary teachers reflecting the unique demographics of the Wenatchee Valley.

Resources

The majority of the program will be taught by on-site faculty. A few courses will be delivered via e-learning technologies. Faculty have the opportunity to participate in free training in the use of e-learning technologies sponsored by CWU's state-of-the-art Center for Learning Technologies. Support personnel and services will be available essentially through existing resources.

QUALITY OF PROGRAM

Accreditation

CWU's education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE) and approved by the Washington State Board of Education.

Assessment

Student achievement and learning outcomes will be assessed using a variety of methods. These methods include:

- Written and oral examinations
- Performance-based appraisals
- Student produced projects, papers, and portfolios
- Student self-evaluations

Program effectiveness will be assessed by faculty, students, and mentor teachers. They will be asked to evaluate the effectiveness of the program in terms of its overall mission and goals. Additionally, CWU's Career Planning and Placement Office and the College of Education will evaluate the success of the program in terms of program graduates' employment rates and program graduates' satisfaction with the teacher preparation training.

External Reviews

Because this program is currently offered on campus, an external program review was not required. Eastern Washington University indicated that there is a growing need for professionals who can teach English as a second language and commended CWU for its proposal to address this need.

COST OF PROGRAM

Appendix C summarizes estimated program costs. The BA in Elementary Education/TESL will be supported through internal reallocation. The cost per FTE student is estimated to be \$1,830, which is lower than the cost of on-campus upper-division instruction in education at CWU.

PROGRAM ANALYSIS

The proposal is based on specific K-12 school needs that Central Washington University has carefully assessed. Additionally, the program addresses the need to provide greater upper-division educational opportunities for place-bound populations in the North Central region of the state. Lastly, the structure of the program will support high student achievement and makes effective use of faculty and resources at the university.

STAFF RECOMMENDATION

The Central Washington University proposal to offer a Bachelor of Arts in Elementary Education/Teaching English as a Second Language at the CWU Wenatchee Center is recommended for approval, effective fall 1999.

APPENDICES

APPENDIX A	Course of Study
APPENDIX B	Student Learning Outcomes
APPENDIX C	Summary of Program Costs

For a copy of the appendices, please call 360-753-7830

RESOLUTION NO. 99-27

WHEREAS, Central Washington University has requested to offer a Bachelor of Arts in Elementary Education/Teaching English as a Second Language at the CWU Wenatchee Center; and

WHEREAS, The program will enhance upper-division educational opportunities for under-served populations in the Wenatchee area; and

WHEREAS, The program will bring more qualified people into the teaching profession with special training in teaching English as a second language; and

WHEREAS, The program will be supported through existing resources and the costs are reasonable; and

WHEREAS, The diversity and assessment plans are thorough;

THEREFORE, BE IT RESOLVED That the Higher Education Coordinating Board approves the Central Washington University request to offer a Bachelor of Arts in Elementary Education/Teaching English as a Second Language at the CWU Wenatchee Center, effective fall 1999.

Adopted:

September 15, 1999

Attest:

Bob Craves, Chair

David Shaw, Secretary

Central Washington University Proposal to Establish a Master of Science in Physical Education, Health Education, and Leisure Services/Addictionology at the CWU Steilacoom Center

September 1999

EXECUTIVE SUMMARY

Central Washington University is proposing to establish a Master of Science in Physical Education, Health Education, and Leisure Services/Addictionology at the CWU Steilacoom Center. The master's program will be the first of its kind in Washington State.

Program participants are expected to be drawn from graduates of CWU's undergraduate program in chemical dependency and practitioners in the field. They will acquire advanced education and training in addiction management and enhance their career opportunities for supervisory and administrative positions.

The diversity and assessment plan for the proposed program reflects Central's commitment to serve students of color and to evaluate program vitality and student learning outcomes. Program personnel will work diligently with student services and the assessment coordinator to enhance teaching and learning for all program participants.

The Master of Science in Physical Education, Health Education, and Leisure Services /Addictionology would be funded through internal reallocations. It would be supported by resident faculty and by complementary adjunct faculty. The cost of this program should be about **\$1,830 per FTE student.**

STAFF RECOMMENDATION

The Central Washington University proposal to establish a Master of Science in Physical Education, Health Education, and Leisure Services/Addictionology at the CWU Steilacoom Center is recommended for approval, effective fall 1999.

Central Washington University Proposal to Establish a Master of Science in Physical Education, Health Education, and Leisure Services/Addictionology at the CWU Steilacoom Center

September 1999

INTRODUCTION

Central Washington University is proposing to establish a Master of Science in Physical Education, Health Education, and Leisure Services/Addictionology at the CWU Steilacoom Center. The master's program will be the first of its kind in Washington State. It will complement CWU's proposed Bachelor of Science in Community Health Education/Chemical Dependency, which the Board also is requested to approve at this time.

NEED FOR PROGRAM

Definition

Addiction is an obsession of the mind and compulsion of the body that causes personal and societal problems. Graduate-level addictionology programs provide advanced education experiences in the theory and practice of addiction management.

Relationship to Role and Mission

The graduate program in addictionology will contribute to Central's mission by:

1. Challenging students to address the ambiguities of an ever-changing world;
2. Preparing students for careers and lifelong learning;
3. Helping students to become conscious of themselves as members of a pluralistic society;
4. Helping students to develop communications and analytical skills; and
5. Ensuring that students can make ethically informed decisions and serve as responsible stewards of the earth.

Relationship to Program Plan

In April 1998, the Board granted "pre-approval" status for the program.

Alternative Programs

No public or private institution in Washington State offers a graduate program in addictionology.

Student Interest and Employer Benefits

There is a high level of student interest in and employer demand for the program. Currently, 17 students are enrolled in two pilot courses at the CWU Steilacoom Center. Practitioners in

numerous addiction services agencies have indicated an interest in the program to advance in their careers and increase earnings.

By offering the program, CWU will respond to market demand. Currently, professionals in the addictions field do not have a master's level program available to them in the state. The letters of support included with the proposal demonstrate the need for such a program to supply a pool of candidates to fill jobs that require a graduate degree, to keep pace with the explosion of knowledge in the field, and to adequately address emerging issues related to addiction services. There is a need and national movement to establish addictionology as its own discipline to provide more focus on the complexities of chemical dependency. The demand for master's level addiction professionals is high and will continue to grow as these professionals assume an increasingly pivotal role in human, health, and criminal justice services.

PROGRAM DESCRIPTION

Program of Study

Appendix A presents the program of study for the graduate-level addictionology program. Students are required to complete 47 quarter credits, including core courses, specialized courses, and electives.

Program Objectives

Specific objectives for the addictionology program include the following:

- Provide an advanced and more thorough community health education base for professionals in the addiction treatment field;
- Develop educated professionals who can work more successfully in diagnosis, treatment, and prevention related to the many complex issues of addictions; and
- Provide an education base by which issues related to addictions can be examined and solutions sought within a university setting.

Student Learning Outcomes

As articulated in the proposal, graduates of the program will possess the following skills and competencies:

1. Analytically choose and analyze research in addictionology;
2. Gather factual data and make application to relevant social problems
3. Utilize a variety of concepts and models to evaluate problems related to addictionology;
4. Participate effectively in group situations with emphasis on listening, critical and reflective thinking, and responding appropriately to issues related to addictionology;
5. Locate, evaluate, and synthesize, in a responsible manner, material from diverse sources and points of view;
6. Select appropriate communications strategies for specific audiences about issues related to addictionology; and
7. Demonstrate communication skills necessary for living and working effectively in a culturally diverse society.

Students

Size of Program. The addictionology program is designed primarily for part-time students currently employed in related health fields such as public health, criminal justice, or substance abuse. It will serve 20 FTE students.

Time-to-Degree. Students would be able to complete the program in two years (seven quarters) of part-time study.

Diversity Plan

CWU representatives report that offering the addictionology program at CWU's Steilacoom Center should attract additional persons of color into the addictionology field. While students on CWU's main campus in Ellensburg tend to be younger and Caucasian, students enrolled at CWU's western Washington centers tend to be older and more ethnically diverse. About 10 percent of the students at these centers are persons of color.

Resources

Existing full-time and adjunct faculty will support the program. Administration and support services and staff will be handled essentially through existing means.

QUALITY OF PROGRAM

Assessment

Evaluation of student progress and outcomes will be measured through a variety of classroom and instructional activities such as written assignments, examinations, performance-based appraisals and performance simulations, research, and presentations. End-of-program assessment will include preparation of a thesis or project and a comprehensive oral examination. Program effectiveness will be assessed in several ways. Program graduates and employers will be surveyed to learn their levels of satisfaction with the program, and suggestions for improvement. Students will evaluate faculty teaching on a regular basis, and periodic program reviews will be conducted by the CWU Graduate School. These practices will provide information useful in evaluating student performance and program effectiveness.

External Review

The addictionology program was reviewed by two external reviewers: Dr. Steven L. Gallon, Executive Director for the Northwest Frontiers Addiction Technology Center in Salem, Oregon, and Mr. Kenneth Stark, Director of the Division of Alcohol and Substance Abuse, Department of Social and Health Services, Olympia, Washington. The experts' reviews are most supportive and recommend approval of the proposed program. Both experts noted that one of many areas of concern in the addictionology field is the lack of advanced course work and practicum experience for chemical dependency practitioners wishing to become effective clinical supervisors, administrators, and trainers in the discipline.

The proposal was also shared with the other public baccalaureate institutions. Eastern Washington University suggested naming the program an MS in Health Services or MS in Community Health.

COST OF PROGRAM

Appendix B provides an estimated cost of the program. It will be supported through internal reallocation. The cost per FTE student will be about \$1,830. This is considerably lower than the cost of main campus graduate instruction in health education.

STAFF ANALYSIS

The proposal is based on regional and workforce needs that Central Washington University has well documented. Additionally, the program addresses the need to provide greater graduate-level educational opportunities for practitioners in addiction management. Lastly, the program makes efficient use of existing resources and it will be offered at a reasonable cost.

RECOMMENDATION

The Central Washington University proposal to establish a Master of Science in Physical Education, Health Education, and Leisure Services/Addictionology at the CWU Steilacoom Center is recommended for approval, effective fall 1999.

APPENDICES

APPENDIX A	Program of Study
APPENDIX B	Program Costs

For a copy of the appendices, please call 360-753-7830.

RESOLUTION NO. 99-28

WHEREAS, Central Washington University is proposing to establish a Master of Science in Physical Education, Health Education, and Leisure Services/Addictionology at the CWU Steilacoom Center; and

WHEREAS, the program will provide greater graduate-level educational opportunities for place-bound populations in the Puget Sound region; and

WHEREAS, the program addresses the growing need for qualified addiction management personnel in the public and private sectors; and

WHEREAS, the costs are reasonable for delivering a program of this nature;

THEREFORE, BE IT RESOLVED, that the Higher Education Coordinating Board approves the Central Washington University request to establish a Master of Science in Physical Education, Health Education, and Leisure Services/Addictionology at the CWU Steilacoom Center.

Adopted:

September 15, 1999

Attest:

Bob Craves, Chair

David Shaw, Secretary

Central Washington University Proposal to Establish a Bachelor of Science in Community Health Education/Chemical Dependency at CWU Centers in Yakima, SeaTac, Steilacoom, and Wenatchee

September 1999

EXECUTIVE SUMMARY

Central Washington University proposes to offer a **Bachelor of Science in Community Health Education/Chemical Dependency** at CWU Centers in Yakima, SeaTac, Steilacoom, and Wenatchee. Courses will be delivered on-site by faculty and by interactive video. The program is currently offered at CWU's main campus in Ellensburg.

There is significant market demand for a bachelor's level program within the substance abuse prevention and treatment communities in Washington State. The providers of chemical dependency services in Washington State, as well as community college students enrolled in alcohol and drug studies programs, have requested CWU to offer the bachelor's program to meet the growing demands of their profession. To date, 35 students have enrolled in courses offered on a pilot basis at the CWU Steilacoom Center.

The diversity and assessment plans for the proposed program support CWU's initiatives to increase the participation rates of people of color in higher education, and to evaluate student performance and program effectiveness. Program personnel are committed to recruiting and training more people of color for the chemical dependency helping profession.

The BS in Community Health Education/Chemical Dependency would be funded through internal reallocations. It would be supported by existing resources. The cost of this program should be about **\$1,475 per FTE student**.

RECOMMENDATION

The Central Washington University proposal to establish a Bachelor of Science in Community Health Education/Chemical Dependency at CWU Centers in Yakima, SeaTac, Steilacoom, and Wenatchee is recommended for approval, effective fall 1999.

Central Washington University Proposal to Establish a Bachelor of Science in Community Health Education/Chemical Dependency at CWU Centers in Yakima, SeaTac, Steilacoom, and Wenatchee

September 1999

INTRODUCTION

The Bachelor of Science in Community Health Education/Chemical Dependency is offered at Central Washington University's main campus in Ellensburg. CWU is proposing to extend this program to its centers located in Yakima, SeaTac, Steilacoom, and Wenatchee via traditional on-site classes and e-learning technologies. The program is strongly supported by the Washington State Department of Social and Health Services Division of Alcohol and Substance Abuse, the Association of Alcoholism and Addictions Programs, the Washington State Chemical Dependency Professionals Association, the Office of the Superintendent of Public Instruction, and the public community and technical colleges.

NEED FOR PROGRAM

Definition

Community health education/chemical dependency programs of study prepare professionals who can work successfully in diagnosis, treatment, and prevention related to the many complex issues of substance abuse and chemical dependency.

Relationship to Role and Mission

The program will support Central's mission to be poised to deal with the demands of societal change and to prepare individuals for careers and lifelong learning.

Relationship to Program Plan

In April 1998, the Board granted "pre-approval" status for the program.

Alternative Programs

No other public institution in Washington State offers undergraduate programs in community health education/chemical dependency. Seattle University offers an undergraduate program in alcohol and drug addiction.

Student Interest and Employer Benefits

Interest for the community health education/chemical dependency program is keen. Providers of chemical dependency services in Washington State and students enrolled in alcohol and drug studies programs at the community colleges have asked CWU to offer this degree program.

Central initiated a few courses on a pilot basis at its Steilacoom Center and those courses attained the maximum enrollment of 35 students. Articulation agreements are or will be completed with all of the community colleges in close proximity to the CWU Center to ensure an efficient and timely transfer of program candidates.

To evaluate whether there was a need for the proposed program, CWU surveyed several chemical dependency agencies in the state. Following are some of their comments.

1. There is a need for a broader and more thorough educational base for chemical dependency counseling.
2. Demand by treatment facilities for staff with chemical dependency degrees is at an all time high.
3. Increased education is necessary to keep up in a field rapidly expanding both in techniques and regulations.
4. The program of study and subsequent degree has been long lacking in the quest for professionalism in this field.

PROGRAM DESCRIPTION

Program Goals

The BS in Community Health Education/Chemical Dependency program goals are as follows:

1. Offer a program that meets the needs of the state for qualified chemical dependency professionals;
2. Serve place-bound and dislocated workers;
3. Provide a broader and more thorough community health education base for prospective and current professionals in the chemical dependency field;
4. Develop educated professionals who can work more successfully in diagnosis, treatment, and prevention related to the many complex issues of substance abuse and chemical dependency;
5. Provide an educational base by which issues related to chemical dependency can be examined and solutions sought within a university setting.

Program of Study

Appendix A presents the program of study. It will be delivered by faculty at the CWU Centers and via e-learning technologies. Six courses are planned to be delivered via interactive video. Students are required to complete 60 quarter credits in the major which includes a series of courses in health education and psychology, and a practicum, and 30 elective credits.

Students

The program initially will enroll 12 FTE students (30 headcount) and reach a full size of 26 FTE (40 headcount) in 2002.

Time-to-Degree

The program is designed primarily for part-time students. With careful planning and sound advising, students will be able to complete the program in six quarters, including summers.

Diversity Plan

CWU recognizes the importance of a diverse faculty, staff, and student body. The university has employed several initiatives to recruit and graduate students from culturally diverse backgrounds. By offering the community health education/chemical dependency program at its CWU Centers, the university should attract and promote additional persons of color into chemical dependency professions. While students on CWU's main campus in Ellensburg tend to be younger and Caucasian, students enrolled at the CWU Centers tend to be older and more ethnically diverse.

Resources

Teaching faculty for the program will include tenure, tenure-track, and adjunct faculty within the Department of Physical Education, Health Education, and Psychology at CWU. They will have the opportunity to acquire training in the use of technology in instruction (satellite, videotape, Internet) through the CWU Center for Learning Technology.

Program administration, support functions, and student services will be handled essentially through existing means. Library resources will be available at the CWU Centers, local libraries, and from the CWU main campus.

QUALITY OF PROGRAM

Assessment

The student learning outcomes for the program are listed below.

1. Analytically choose and analyze current research in chemical dependency;
2. Gather factual data and make application to relevant social problems;
3. Utilize a variety of concepts and models to evaluate problems and decision-making related to chemical dependency;
4. Participate effectively in interactive learning processes with emphasis on listening;
5. Locate, evaluate, and synthesize, in a responsible manner, material from diverse sources and points of view;
6. Select appropriate communications strategies for specific audiences about issues related to chemical dependency; and
7. Demonstrate communication skills necessary for living and working effectively in a culturally diverse society.

These student learning outcomes will be assessed in a variety of ways. They include written and oral examinations, performance-based appraisals, and performance simulations.

External Reviews

Because the program is currently offered on the main campus, an external program review was not required. The public baccalaureate institutions were sent copies of the program for review and comment. Eastern Washington University noted that CWU's proposed program might have an adverse impact on Eastern's community health program.

COST OF PROGRAM

Appendix B presents an estimated cost of the proposed program. It will be supported by internal reallocations, and there are no initial start-up costs. Existing faculty will be utilized to deliver the program, and support services are currently in place at the CWU Centers.

In the first year, the cost per FTE student will be \$3,287. At full enrollment the cost will decrease to \$1,475, which is substantially lower than the cost of main campus undergraduate instruction in community health education/chemical dependency.

PROGRAM ANALYSIS

The program offers the following advantages:

1. Sufficient student interest and employer appeal has been documented;
2. Alternative publicly sponsored bachelor's level programs in community health education/chemical dependency are not available in Washington State;
3. The cost per FTE is quite reasonable; and
4. The program will elevate the chemical dependency profession.

RECOMMENDATION

The Central Washington University proposal to establish a Bachelor of Science in Community Health Education/Chemical Dependency at CWU Centers in Yakima, SeaTac, Steilacoom, and Wenatchee is recommended for approval, effective fall 1999.

APPENDICES

APPENDIX A	Program of Study
APPENDIX B	Program Cost

For a copy of the appendices, please call 360-753-7830.

RESOLUTION NO. 99-29

WHEREAS, Central Washington University has requested to establish a Bachelor of Science in Community Health Education/Chemical Dependency at CWU Centers in Yakima, SeaTac, Steilacoom, and Wenatchee; and

WHEREAS, The program will address the growing demand for better prepared professionals in chemical dependency services; and

WHEREAS, The program will enhance upper-division educational opportunities for place-bound populations in several regions of the state; and

WHEREAS, The program costs are reasonable; and

WHEREAS, The program will make effective use of existing faculty and resources;

THEREFORE, BE IT RESOLVED That the Higher Education Coordinating Board approves the Central Washington University request to establish a Bachelor of Science in Community Health Education/Chemical Dependency at CWU Centers in Yakima, SeaTac, Steilacoom, and Wenatchee, effective fall 1999.

Adopted:

September 15, 1999

Attest:

Bob Craves, Chair

David Shaw, Secretary